Teacher workload survey 2019

Research report

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Background

This report presents the findings from the Teacher Workload Survey (TWS) 2019, which is a large-scale nationally representative survey of teachers, middle leaders and senior leaders, conducted over a three-week period in March 2019. The survey helps act as a national 'barometer' for teachers', middle leaders' and senior leaders' working conditions and forms a key part of the Department for Education's (DfE) commitment to improving the evidence base on what drives unnecessary teacher workload and what works to reduce it.

Survey method

An online survey was administered in a sample of primary, secondary and special schools across England. A probability proportionate to size (PPS) method was used to randomly select schools, with the probability of selection into the sample proportionate to the number of teachers in the school[1]. In total, 1,203 schools were selected and approached. Of these schools, 449 agreed to take part in the survey and distributed the survey link to all teaching staff, representing a total of 20,704 teachers, middle leaders and senior leaders. After removing responses from non-teaching staff and further data cleaning, the final sample comprised 7,287 teachers, middle leaders and senior leaders from 404 schools. This represented a 35 per cent response rate at the teacher/leader level among schools that agreed to participate. Overall, the majority of characteristics (including demographic and school characteristics) for teachers, middle leaders and senior leaders responding to the survey were similar to the average for the overall population of teaching staff, as described by the School Workforce Census (SWC). To address any differences, the data have been weighted to reflect the national population of teachers from the SWC.

Comparisons with TWS 2016

Throughout this report, the findings from the TWS 2019 are compared to those from the TWS 2016 to measure trends over time. Some caution is advised when interpreting these comparisons, due to small wording changes to the 2019 survey, and efforts to minimise response bias, both of which may partly account for differences between the two surveys.

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[1] Further information about the PPS approach can be found in Annex 1 of the Technical Report.

Key findings

Teachers', middle leaders' and senior leaders' overall working hours

Teachers and middle leaders report working fewer hours in total in 2019 than they did in 2016.

The average total, self-reported working hours in the reference week for all teachers and middle leaders in 2019 was 49.5 hours, down 4.9 hours from the 54.4 hours reported in 2016. Total recorded working hours in the reference week for all primary teachers and middle leaders in the 2019 survey was 50.0 hours per week on average, down 5.5 hours from the 55.5 hours reported in 2016. Total working hours were also lower for secondary teachers and middle leaders, down 4.4 hours from 53.5 in 2016 to 49.1 in 2019.

Consistent with previous teacher workload studies, primary teachers and middle leaders work longer hours than their colleagues in secondary schools, although this difference has fallen from 2.0 hours on average per week since 2016, to 0.9 hours.

The number of hours teachers and middle leaders report working out-of-school hours has fallen, both in terms of the average number of hours worked, and as a proportion of total working hours.

Primary teachers and middle leaders reported working an average of 12.5 hours during weekends, evenings or other out-of-school hours, while secondary teachers and middle leaders reported working an average of 13.1 out-of-school hours. These are respectively 5.0 and 3.8 hours lower compared to 2016. In addition, between 2016 and 2019, the time teachers and middle leaders reported working during weekends, evenings or other out-of-school hours fell as a proportion of their total working hours. For primary teachers and middle leaders, the proportion of time spent working out-of-school hours was down 7 percentage points to 25 per cent, and for secondary teachers and middle leaders, this was down 6 percentage points to 26 per cent.

Senior leaders also reported working fewer hours in total in 2019 than they did in 2016.

Across all schools, senior leaders reported working an average total of 55.1 hours in the reference week in 2019. This is down 5.4 hours from the 60.5[2] hours reported in 2016. Total recorded working hours in the reference week for primary senior leaders in the 2019 survey was 54.4 hours per week, down 5.4 hours from the 59.8 hours reported in

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[2] Updated analysis has identified a typographical error in the TWS 2016 report (page 6). The reported figure of senior leaders working an average of 60.0 hours in the reference week should be 60.5 hours. The underlying data, other analysis and findings of the report remain unchanged.

2016. Total working hours were also lower for secondary senior leaders, down 5.7 hours from 62.1 in 2016 to 56.4 in 2019.

The findings suggest that secondary senior leaders continue to work longer hours, on average, than their counterparts in primary schools. However, this difference has fallen slightly from 2.3 hours on average in 2016, to 2.0 hours in 2019.

Hours spent teaching

Primary and secondary teachers and middle leaders reported spending broadly similar amounts of time on teaching in 2019 as they did in 2016.

In total, teachers and middle leaders reported spending an average of 21.3 hours teaching in the reference week in 2019 compared to 21.6 hours in 2016. Primary teachers and middle leaders reported spending an average of 22.9 hours on teaching in the reference week. This figure is broadly comparable with the 23.1 hours reported in 2016.

Secondary teachers and middle leaders reported spending an average of 19.9 hours on teaching in the reference week. This figure is broadly comparable with the 20.3 hours reported in 2016.

Most of the reduction between 2016 and 2019 in teachers' and middle leaders' total reported working hours is therefore attributable to less time being spent by teachers and middle leaders on non-teaching activities, as described below.

Hours spent on non-teaching activities

Most primary and secondary teachers and middle leaders reported spending less time on lesson planning, marking and pupil supervision in 2019 than in 2016.

Compared to 2016, primary and secondary teachers and middle leaders reported spending fewer hours on 'individual planning/preparation of lessons' (down 1.3 hours and 1.1 hours respectively), 'marking/correcting of pupils' work' (down 2.2 hours and 1.7 hours respectively), and 'undertaking pupil supervision and tuition' (down 1.8 hours and 1.3 hours respectively). Smaller reductions were also reported in the 'recording, inputting, monitoring and analysis of pupil data' (down 0.5 hours in the primary phase and 0.6 hours for the secondary phase). Reductions in teachers' and middle leaders' reported working hours are concentrated in DfE's areas of focus following the 2014 Workload Challenge. It seems quite possible that the work of the three independent workload review groups and the resulting support and guidance for schools, have contributed to the reductions reported.

However, despite these reductions, most primary teachers and middle leaders said they still felt they spent too much time on planning, marking and data management, alongside

general administrative work. Similarly, most secondary teachers and middle leaders reported spending too much time on marking, data management and general administrative work. The findings therefore suggest that there remains further work to do in reducing the amount of time teachers spend on these activities.

Different working practices between phases are reflected in the proportion of primary and secondary teachers and middle leaders who undertook different professional activities, and in the amount of time they spent on them.

For example, primary teachers and middle leaders were more likely to say they undertook 'communication and co-operation with parents or guardians' and were much less likely to undertake 'pupil supervision and tuition', and 'pupil discipline, including detentions', compared to secondary teachers and middle leaders.

Perceptions of workload

Primary teachers, middle leaders and senior leaders were less likely than those in the secondary phase to say that workload was a 'very' serious problem.

Fewer respondents reported that workload was a 'very serious problem' in 2019 than in 2016: in 2019, 21 per cent of primary respondents and 37 per cent of secondary respondents reported that workload was 'a very serious problem', compared with 49 per cent and 56 per cent in 2016 respectively. However, more respondents viewed workload as a 'fairly serious problem' in 2019 than in 2016: in 2019, 52 per cent of primary respondents and 50 per cent of secondary respondents reported that teacher workload was 'a fairly serious problem', compared with 42 per cent and 39 per cent in 2016 respectively.

As was the case in 2016, there is a clear association between teachers', middle leaders' and senior leaders' views on the extent to which they consider workload to be a serious problem in their school and the hours they worked in the reference week. Differences were also found by role: middle leaders were more likely to state workload was a 'very' serious problem (34 per cent compared with 29 per cent of teachers and 20 per cent of senior leaders).

Most respondents reported that they could not complete their workload within their contracted hours, that they did not have an acceptable workload, and that they did not achieve a good work-life balance.

Seventy per cent of primary teachers and middle leaders reported that they 'strongly disagreed' with the statement 'I can complete my assigned workload during my contracted hours', while about three out of ten 'strongly disagreed' with the statements, 'I have an acceptable workload' (29 per cent) and, 'overall, I achieve a good balance between my work life and my private life' (30 per cent). The equivalent figures for

secondary teachers and middle leaders were 76 per cent, 40 per cent, and 38 per cent respectively.

These findings represent a notable improvement on those reported in 2016. For example, the proportion of primary teachers and middle leaders reporting they 'strongly disagreed' with the statement, 'I have an acceptable workload', dropped by 30 percentage points, down from 59 per cent in 2016. It is also still the case that those who strongly disagreed with these statements (and therefore had a negative view of their workload) reported working more hours per week and more out-of-school hours. Middle leaders were more likely to strongly disagree with these statements, alongside respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools.

Working environments in schools

Senior leaders reported that schools use a range of different strategies to try to manage and plan professional time.

The most common strategies are statutory protected blocks of non-teaching time and encouraging staff to work collaboratively to plan schemes of work. Senior leaders were generally much less likely to report having a committee in place that monitors teachers' workloads.

Most teachers, middle and senior leaders were positive about the professional development time and support they receive.

Most respondents agreed they had the Information and Communication Technology (ICT) skills needed to perform data recording and analysis tasks, that their schools supported continuing professional development (CPD), and that they had time during their contracted working hours to take part in professional development activities. However, they disagreed that they had enough time to keep informed of changes to guidance and rules affecting professional practice.

Overall, over half of all respondents agreed that their schools' working environments allow them to collaborate effectively on teaching and learning and to address disciplinary problems, that lesson observations are an effective part of professional development, and that teaching assistants (TAs) are effectively deployed. Respondents in Ofsted-category 'Good' and 'Outstanding' schools are more likely than those in Requires Improvement or Inadequate schools to agree that TAs are deployed effectively, as are those in primaries compared to those in secondaries.

Most teachers, middle and senior leaders reported that their schools had made efforts to change their policies and approaches to reduce workload, but that these had met with mixed success to date.

Most respondents (55 per cent or more) in both primary and secondary schools reported that approaches to data tracking, school behaviour, marking and feedback, and teacher

appraisal had all been changed in the last two years as part of a specific attempt to reduce workload. However, in most cases, only a minority (typically around 20 per cent or less) of those working in schools that had changed these approaches felt these changes had resulted in a reduction in their workload, with notable minorities reporting they had actually added to their workload. The one exception was changes to primary schools' marking and feedback policies, which four out of ten primary respondents (40 per cent) reported had resulted in reductions to their workload.

Conclusions

The findings from the TWS 2019 suggest there has been a reduction between 2016 and 2019 in teachers', middle leaders' and senior leaders' reported working hours in the reference week. Small differences between the content and administration of the two surveys may partly account for any differences between the two surveys. Nevertheless, there are reasons to believe that there has been a genuine fall in the average working hours reported by teachers, middle leaders and senior leaders. The reductions in respondents' reported working hours are concentrated in the areas of focus for the 2016 independent teacher workload review groups (marking, planning and teaching resources, and data management) and the 2018 Teacher Workload Advisory Group (data management). The 2019 survey was also administered after the July 2018 publication of the DfE's workload reduction toolkit for schools. It is possible that the support and guidance for schools produced by these groups, and included in the toolkit, has contributed to falls in teachers' workload. However, with about seven out of ten primary respondents and nine out of ten secondary respondents still reporting workload is a 'fairly' or 'very' serious problem, it is also clear that there is more work to do to reduce unnecessary workload for teachers, middle leaders, and school leaders.

1 Introduction

This report presents the findings from the Teacher Workload Survey (TWS) 2019, which is a large-scale nationally representative survey of teachers, middle leaders and senior leaders[3], conducted over a three week period in March 2019. The survey helps act as a national 'barometer' for teachers', middle leaders' and senior leaders' working conditions and forms a key part of the Department for Education's (DfE) commitment to improving the evidence base on what drives unnecessary teacher workload and what works to reduce it. The survey was conducted by the National Foundation for Educational Research (NFER). A DfE Steering Group and an Advisory Group of practitioners and teaching unions advised the research team. A technical report accompanies this document, which provides more detail on the overall methodology of the research and subsequent analysis.

1.1 The Teacher Workload Survey 2019

The 2019 survey follows on from the TWS 2016 (Higton et al., 2017), which was introduced as part of a government commitment to undertake a regular large-scale and robust survey of teacher workload in schools in England. The 2016 survey measured the weekly working hours of teachers, middle leaders and senior leaders, together with their perceptions on their workload. The 2019 survey explores whether there have been any changes, in general, in teachers', middle leaders' and senior leaders' self-reported working hours and in their perceptions of their workload. By keeping the methodology and questionnaire broadly the same, it is also possible to assess whether these statistics have changed.

The survey and subsequent analysis was designed to answer the following research questions:

1.   What is the national picture of teachers', middle leaders' and senior leaders' working hours and what are their perceptions of their workload in 2019?

2.   Are there any substantial differences in workload between different types of teachers/ senior leaders and in different school contexts?

3.   How have workload and perceptions about workload changed over time (since the 2016 TWS)?

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[3] Teachers refers to 'Classroom Teachers', Middle leaders include 'Heads of Department/Subject', 'Heads of Year/Phase', and 'Other' (middle leader) roles. Senior leaders include 'Deputy/Assistant Headteachers', 'Headteachers/Heads of School/Acting Headteachers' and 'Executive Headteachers/Multi-Academy Trust (MAT) CEOs'.

In addressing these questions, the 2019 survey uses a representative sample of 7,287 teachers and school leaders from state-funded primary, secondary and special schools.

1.2 Policy background

Tackling teacher workload is a high priority for the DfE and the education sector because of its links to teachers' job satisfaction and retention. Retaining teachers already in the profession is important for managing teacher supply, particularly when secondary pupil numbers are rising and the number of newly qualified teachers (NQTs) entering secondary teaching is not keeping up with demand. Teacher workload and working hours are significant factors affecting teacher retention: workload is frequently cited in surveys of ex-teachers as one of the main reasons why they left (DfE, 2017).

Research suggests that the extent to which teachers feel their workload is manageable is a significant factor associated with their job satisfaction (Lynch, et al., 2016, Sims, 2017), and job satisfaction is one of the key factors associated with teacher retention (Bamford and Worth, 2017). Teachers in England work more hours in a typical working week than nurses and police officers and are the least satisfied with their amount of leisure time (Hillary, et al., 2018).

DfE has made concerted efforts to reduce teachers' unnecessary workload, including the 2014 Workload Challenge and Government response, reports from the three independent teacher workload review groups on marking (DfE, 2016a), data management (DfE, 2016b) and planning and teaching resources (DfE, 2016c), and an action plan stemming from the 2016 TWS. In 2018, the then Secretary of State for Education established an advisory group to consider how to remove unnecessary workload associated with data and evidence collection in schools, which published its findings later that year (Teacher Workload Advisory Group, 2018). DfE accepted and is acting on all of the recommendations in the report, and in July 2019 a letter to all local authorities (LAs) and academy trusts was published on GOV.UK, urging them to cut data burdens on schools[4]. DfE also published a workload reduction toolkit for schools in July 2018 with updates in March and October 2019. Other DfE policy interventions aimed at reducing workload include clarifying and simplifying the school accountability system and committing not to introduce a new curriculum or new tests/assessments over and above announcements that had already been made[5].

In January 2019, DfE published the Teacher Recruitment and Retention Strategy, which included the Early Career Framework, and which recognised that greater attention must be given to ensuring that teaching is a profession where people are supported to stay and thrive (DfE, 2019). Ofsted's new education inspection framework, which was

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[4] Link to Data_burdens_on_schools.pdf
[5] The DfE web page on reducing unnecessary workload

introduced in September 2019, also has an active focus on workload, including a specific requirement for inspectors to consider the extent to which leaders take into account the workload of their staff (Ofsted, 2019a).

Reducing unnecessary teacher workload is a complex challenge that is influenced by the expectations and actions of policymakers, school and system leaders, governing boards, teacher training providers, parents/carers and teachers. Accurate and detailed data on the nature of teacher workload is crucial for developing an effective policy response. The TWS gathers the robust and consistent longitudinal data necessary for assessing the impact of DfE's continued efforts to reduce unnecessary workload.

1.3 Design of the Teacher Workload Survey 2019 and its relationship with previous studies

The TWS 2019 represents the latest in a long line of surveys of teachers' workloads. DfE previously surveyed teacher workload in 1994, 1996, 2000, annually from 2003 to 2010 and in 2013. These previous approaches used a paper-based diary format, apart from 2010, which was delivered online. However, the large amount of time and intrusiveness required of teachers in maintaining a diary meant they were burdensome, resulting in low response rates. This raised questions about the impact of that response format on the validity of the workload estimates.

Throughout this report, the findings from the 2019 survey are therefore compared to those from TWS 2016, because it is methodologically most similar to it. A full description of the methodology used in administering the TWS 2019 is provided in the accompanying technical report.

The same set of questions from the 2016 survey of the TWS were used in the 2019 survey, except for minor wording changes aimed at improving respondents' understanding of the questions and the consistency with which different questions were asked (a full explanation of these changes is provided in the technical report). Some of these changes were also designed to reduce the time needed to complete the survey, and could have influenced the responses respondents gave. The TWS 2019 research team also made efforts to minimise response bias, including not using the DfE logo in the survey and sharing a briefing document about the survey with stakeholders, for use in helping to raise awareness of the survey amongst members. This may have affected respondents' survey experience. Some caution is therefore advised when interpreting the comparisons between the 2016 and 2019 surveys, due to small wording changes to the 2019 survey and efforts to minimise response bias, both of which may partly account for some differences between the two surveys.

The TWS 2016 was designed to collect data that was comparable (as far as possible) with the OECD's Teaching and Learning International Survey (TALIS). TALIS was conducted in England for the first time in 2013 (only in lower-secondary schools), with the

most recent survey undertaken in 2018 (in primary schools and with lower-secondary school teachers) (Micklewright et al., 2014; Jerrim and Sims, 2019). However, there are notable differences in sample design, scope of coverage and methodology between TALIS and the TWS, which means caution should be taken as results are not directly comparable. For example, the former only collects data from secondary teachers in Key Stage 3, whereas the TWS seeks to explore the views of all secondary teachers. In addition, the TALIS workload questions are embedded within a larger (and therefore more time-consuming) survey. In designing the TWS 2016, the key questions pertaining to workload within TALIS were identified, while other questions from the 2013 diary survey were redesigned to work in an online format (Higton et al., 2017).

In addition to DfE-commissioned surveys of teacher workload, there have also been other recent sources of evidence on teachers' working hours (for example, see: Ofsted, 2019b; Teacher Tapp, 2019; Worth and Van den Brande, 2019; Hillary et al., 2018). However, as noted above in relation to TALIS, there are notable differences in sample design, scope of coverage and methodology between these various studies, and with the TWS. This means caution should be taken when making comparisons between these different surveys as the findings are not directly comparable.

1.4 Matching with the School Workforce Census

As in the 2016 survey, the 2019 survey offered teachers, middle leaders and senior leaders completing the survey the option of linking to their demographic and contract information stored in the School Workforce Census (SWC)[6]. In doing so, respondents do not have to provide this information as part of the survey, therefore reducing the burden on them. Question 21 asked teachers and senior leaders "Do you give permission for NFER to match your survey answers to information in the School Workforce Census, for the purpose of analysis?" [yes/no]. Follow-up questions asked respondents to provide their name, date of birth and teacher reference number (if known), and enabled teachers to skip several questions that asked for the demographic and contract information. Overall, 4,949 (68 per cent) agreed to be matched and 4,103 were successfully linked to their SWC records for this purpose (83 per cent match rate).

If respondents agreed to being matched to the SWC, a follow-up question asked respondents for their permission to link their responses and personal details to the SWC to enable analysis of how teacher workload affects teacher retention. Question 22 asked teachers and senior leaders "Do you give permission for NFER to provide your survey responses and personal details to the DfE to enable analysis of how teacher workload affects teacher retention?" [yes/no]. Among the 4,949 who agreed to be matched in

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[6] Including gender, age, contract status and contracted hours.

question 21, 4,567 (63 per cent of all respondents) agreed to be matched in question 22, and 3,825 were successfully linked to their SWC records for this purpose (84 per cent match rate).

1.5 Sampling and response rates

As in the 2016 survey, schools were sampled as the primary sampling units. A probability proportionate to size (PPS) method was used to randomly select schools with the probability of selection into the sample proportionate to the number of teachers in the school. This meant that larger schools had a greater chance of selection than smaller schools, but ensured that every teacher had an equal probability of being sampled. Schools vary considerably in size between phases, so the sampling was split into three separate samples: primary, secondary and special schools. The samples were stratified by key variables including school type (academy and local authority (LA) maintained schools), geographical region (Government Office Regions[7] code) and the proportion of pupils eligible for free school meals (split into five quintiles from lowest to highest). This ensured the sample contained a good spread of schools with different characteristics (please see Annex 2 of the technical report for full details on the sampling methodology used). For each phase a set of main samples (682 primaries, 481 secondaries and 40 special) and reserve samples (170 primaries, 120 secondaries and 10 special) were drawn. All six samples were eventually used, and all schools were contacted to take part in the study.

According to the 2017 SWC data used to draw the sample, a total of 63,810 teachers were identified as working in all the schools selected. Within each selected school, all teachers and senior leaders were encouraged to complete the survey. Each school was sent a unique online survey link, enabling responses for each school to be tracked and interventions applied where a low response rate was evident.

Ahead of the fieldwork period, 449 schools with a total of 20,704 teachers and senior leaders agreed to participate. In total 7,502 responses were received. After removing responses from non-teaching staff and further data cleaning, the final sample comprised 7,287 teachers and senior leaders from 404 schools. This represented a 35 per cent response rate at the teacher/senior leader level among schools that agreed to participate.

Overall, the majority of characteristics (including demographic and school characteristics) for teachers and senior leaders responding to the survey were similar to the average for the overall population. However, composition of respondents by phase of education and number of teachers in a school was less similar to the overall population. Primary school teachers and those from 'small' (primaries with 11 or fewer teachers and secondaries

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[7] Government Office Region was the region variable used for sampling in the TWS 2016, and was therefore used in 2019 for consistency.

with 37 or fewer teachers) and 'large' (primaries with 20 or more teachers and secondaries with 73 or more teachers) schools were underrepresented. This was the result of using a PPS design for sampling schools, and ensuring there were a sufficient number of secondary schools in the study. To adjust for this sampling approach, the data has been weighted to accurately reflect the national population (please see Annex 2 of the technical report for full details on the sample characteristics in comparison to national figures). This weighting ensures that the final results are representative of the population of teachers and leaders and ensures that summary measures, such as average workload and attitude measures, generalise from the sample to all corresponding teachers and senior leaders. All tables in this report, except Tables 2-4, are based on weighted analysis. More detail on the weighting methodology used can be found in Annex 2 of the technical report.

1.6 Statistical significance and reporting data

As the TWS is a sample survey, the results are subject to sampling variation. For example, the averages presented in this report are based on the sample of schools selected and the teachers, middle leaders and senior leaders who responded. If a different random sample of schools had been drawn, the results could have been expected to be slightly different because of the particular group selected. Therefore, despite the large numbers of teachers and senior leaders that responded to the survey, the results may not reflect the true averages in the entire population with complete accuracy, and there are small margins of error.

Table 1 presents the margins of error implied by the achieved number of responses. The margin of error is the percentage point range within which, given the sample sizes assumed, one can be 95 per cent confident that any percentage figure quoted is located. For example, if 50 per cent of secondary teachers reported something, we could be 95 per cent confident that the 'true' percentage is in the range of 48.7 to 51.3 per cent (i.e. -/+ 1.3 percentage points). The margins of error show that the large number of survey responses achieved ensure that the sampling variation is small, even for some relatively small groups such as school leaders.

Table 1: Margins of error associated with achieved sample sizes

Analysis	Margin of error (percentage points)
Primary teachers	-/+ 2.2
Secondary teachers	-/+ 1.3
Teachers with less than six years of experience	-/+ 2.1
Part-time teachers	-/+ 2.5
School leaders	-/+ 3.6

Calculated at the 95 per cent confidence interval

1.7 A note about reporting

Throughout the report the headline findings are presented by phase (primary and secondary[8]) and role (teachers/middle leaders and senior leaders[9]). Data labels are given in all the figures except for when values are less than five, these labels were omitted due to small sample sizes and for readability purposes. Where comparisons are made between the headline findings from the 2016 and 2019 surveys to measure trends over time, the outcomes of statistical significance tests are noted in the text. All significance tests were conducted at the conventional 5 per cent level. Additional analysis of subgroups based on selected respondent- and school-level characteristics is presented throughout the report.

Some caution is advised when interpreting the comparisons between the 2016 and 2019 surveys. Small wording changes to the 2019 survey, in addition to the research team's efforts to reduce bias, may partly account for any differences between the two surveys. A fuller discussion of these issues can be found in the accompanying technical report.

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[8] There were too few special schools in the sample to form their own category and as pupils at these schools were predominantly of secondary age, they were classed with secondary schools for the purpose of reporting and analysis. This approach is consistent with the analysis undertaken for the 2016 TWS.
[9] The survey was routed differently for teachers/middle leaders and senior leaders.

2 Characteristics of teachers and schools

This section presents the demographics of the teachers, middle leaders and senior leaders that responded to the survey. It also outlines the weighting that was undertaken to ensure that the resulting sample was comparable to the national population of teachers, middle leaders and senior leaders.

2.1 Key characteristics of the survey respondents

The survey was weighted to ensure that the sample was representative of the national population of teachers, middle leaders and senior leaders, as measured by the November 2018 SWC. Table 2 shows the characteristics of the survey respondents before and after applying the statistical weights. The sample of 7,287 teachers that were included in the analysis was broadly similar to the population distribution in terms of gender, age, role, years in the teaching profession and working arrangement (full-time/part-time status). However, statistical weighting was used to adjust the data to account for the different distribution of several school characteristics, ensuring the analysis is nationally representative[10]. Details of the weighting methodology is provided in Annex 7 and sampling methodology in Annex 2 of the accompanying technical report.

Differences in results between different types of schools, or other variables, may be driven by other factors (such as pupil characteristics and histories of these schools). For example, as a higher proportion of primary schools, compared to secondary schools, are LA maintained rather than academies (see Table 2), one explanation of differences by school type is that it is a function of differences by phase. The interaction of different factors in explaining variation in reported working hours are explored in more detail using a regression model in Chapter 6.

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[10] This was necessary as secondary schools were over-sampled relative to the national population of secondary schools. In addition, compared with primary schools, secondary schools comprise a higher proportion of academies than LA maintained schools.

Table 2: Characteristics of respondents

Gender	Base (n)	Base (%)*	Post-weighting (%)[11]
Women	4,487	62	66
Men	1,767	24	20
Unknown (unable to match to SWC)	716	10	10
Prefer not to say	317	4	4

Age group	Base (n)	Base (%)*	Post-weighting (%)
Under 25	204	3	3
25 to 29	1,093	15	13
30 to 34	1,137	16	16
35 to 39	1,020	14	14
40 to 44	877	12	13
45 to 49	866	12	11
50 to 54	658	9	9
55 to 59	387	5	6
60 or older	119	2	3
Unknown (unable to match to SWC)	732	10	10
Prefer not to say	194	3	3

Role	Base (n)	Base (%)*	Post-weighting (%)
Teacher	4,329	59	61
Middle leader	2,236	31	25
Senior leader	722	10	14

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[11] For further details of the sampling methodology see Annex 2 of the accompanying technical report

Years in the teaching profession	Base (n)	Base (%)*	Post-weighting (%)
0-5	1,859	26	24
6-10	1,628	22	22
11+	3,799	52	53
Unknown	1	0	0

Phase of school[12]	Base (n)	Base (%)*	Post-weighting (%)
Primary	2,001	28	51
Secondary	5,286	73	49

Type of school	Base (n)	Base (%)*	Post-weighting (%)
Academies	4,382	60	50
LA maintained	2,903	40	50
Unknown	3	0	0

Phase and type combined	Base (n)	Base (%)*	Post-weighting (%)
Primary academies	626	9	16
Primary LA maintained	1,375	19	35
Secondary academies	3,759	52	34
Secondary LA maintained	1,527	21	15

Contractual working arrangement	Base (n)	Base (%)*	Post-weighting (%)
Full-time	5,187	71	68
Part-time	1,360	19	21
Unknown	740	10	11
Total	7,287		

*Percentages may not sum to 100 due to rounding

Source: Teacher Workload Survey, 2019

[12] There were too few special schools in the sample to form their own category and as pupils at these schools were predominantly of secondary age, they were classed with secondary schools for the purpose of reporting and analysis. This approach is consistent with the analysis undertaken for the 2016 TWS.

Size of school

Table 3 shows the base number of teachers, middle leaders and senior leaders completing the survey by size of school (within phase) and their distribution post-weighting. The three size bands were derived by creating three equally sized groups from the population – small, medium and large – based on teacher headcount[13]. The difference between the base and post-weighting percentages of teachers in schools of different sizes is an expected correction, which arose because of the PPS sampling method. The PPS method sampled schools with a probability proportionate to the number of teachers in the school, meaning larger schools had a higher probability of being selected than smaller schools.

Table 3: Number of teachers, middle leaders and senior leaders by phase and school size

School phase and size (teacher headcount)	Base (n)	Base (%)	Post-weighting (%)
Primary, 1 to 11 teachers ('small')	163	2	12
Primary, 12 to 19 teachers ('medium')	504	7	15
Primary, 20 teachers or more ('large')	1,334	18	24
Secondary, 1 to 37 teachers ('small')	187	3	5
Secondary, 38 to 72 teachers ('medium')	1,547	21	19
Secondary, 73 or more teachers ('large')	3,552	49	25
Total	7,287		

Source: Teacher Workload Survey, 2019

Regional breakdown

The region[14] in which the largest number of respondents were located was the South East, with London, the North West and the East of England the next largest regions. Only three per cent of respondents were from the North East. Table 4 shows that all of the regions were broadly representative of the teacher population, hence the regional distribution did not vary greatly once the weighting was applied.

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13 See further details in Annex 9 of accompanying technical report

14 Government Office Region was the region variable used for sampling in the TWS 2016, and was therefore used in 2019 for consistency.

Table 4: Regional distribution of respondent

Region	Base (n)	Base (%)	Post-weighting (%)
East Midlands	637	9	8
East of England	985	14	11
London	1177	16	16
North East	189	3	5
North West	1040	14	14
South East	1319	18	16
South West	496	7	9
West Midlands	634	9	11
Yorkshire and the Humber	807	11	10
Unknown	3	0	0
Total	7,287		

Source: Teacher Workload Survey, 2019

Time in the teaching profession

Teachers had spent, on average, just under half the amount of time in the teaching profession as senior leaders (Table 5 shows post-weighting percentages). Senior leaders in both phases had been in the teaching profession for around 20 years, middle leaders for around 15 years, while teachers had about 11 years' experience in the profession. The main notable difference was that secondary middle leaders had been in their current role for two years longer on average compared to primary middle leaders.

Table 5: Average number of years in the teaching profession, at current school and in current role

	Primary schools			Secondary schools		
	Teacher (years)	Middle leader (years)	Senior leader (years)	Teacher (years)	Middle leader (years)	Senior leader (years)
In the teaching profession	11	14	20	11	15	21
At your current school	6	8	10	6	9	11
In your current role	7	4	5	7	6	5
Base (n)	1,322	369	310	3,007	1,867	412

Source: Teacher Workload Survey, 2019

3 Working hours and workload

This chapter presents analysis of the amount of time teachers, middle leaders and senior leaders reported spending on a variety of activities associated with their roles during the reference week. Where it is relevant to do so, comparisons are made between sub-groups of teachers and schools, and to the findings from the TWS 2016.

3.1 Introduction

The TWS aims to measure the working hours of teachers, middle leaders and senior leaders during the reference week, which was defined as the respondent's 'last working week covering Monday to Sunday that was not shortened by illness, religious breaks or public holidays'. The survey responses were completed between 11-29 March 2019.

The same set of questions from the 2016 survey of the TWS were used in the 2019 survey, except for minor wording changes aimed at improving respondents' understanding of the questions and the consistency with which different questions were asked. Some of these changes were also designed to reduce the time needed to complete the survey. A full explanation of these changes is provided in the technical report.

The TWS 2019 research team also made efforts to minimise response bias, including not using the DfE logo in the survey and sharing a briefing document about the survey with stakeholders, for use in helping to raise awareness of the survey amongst members. Changes in reported working hours in the 2019 TWS therefore may be in part due to minor wording changes and/or reduced response bias.

Sections 3.2 to 3.7 cover the findings for teachers and middle leaders, while section 3.8 covers the findings for senior leaders, who were asked a different set of questions on this topic.

3.2 Total working hours during the reference week

Figure 1 shows the average working hours of teachers and middle leaders[15] reported in the reference week. The figures include both full-time and part-time teachers – see Table 6 below for a breakdown of working hours by contracted work pattern. On average, teachers reported working 49.5 hours during the reference week. This compares to an average of 54.4 hours reported in the 2016 survey reference week. The difference of 4.9 hours between the two surveys is statistically significant. Teachers and middle leaders in

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[15] This groups includes: Classroom teachers, Heads of Department/Subject, Heads of Year/Phase and those in 'other' roles.

primary schools reported working 50 hours in the reference week, while teachers and middle leaders in secondary schools reported working 49.1 hours in the reference week. This was a reduction of 5.5 hours for primary teachers and middle leaders and 4.4 hours for secondary teachers and middle leaders since 2016, which are both statistically significant differences.

Figure 1: Average total working hours of teachers and middle leaders during the reference week, by phase
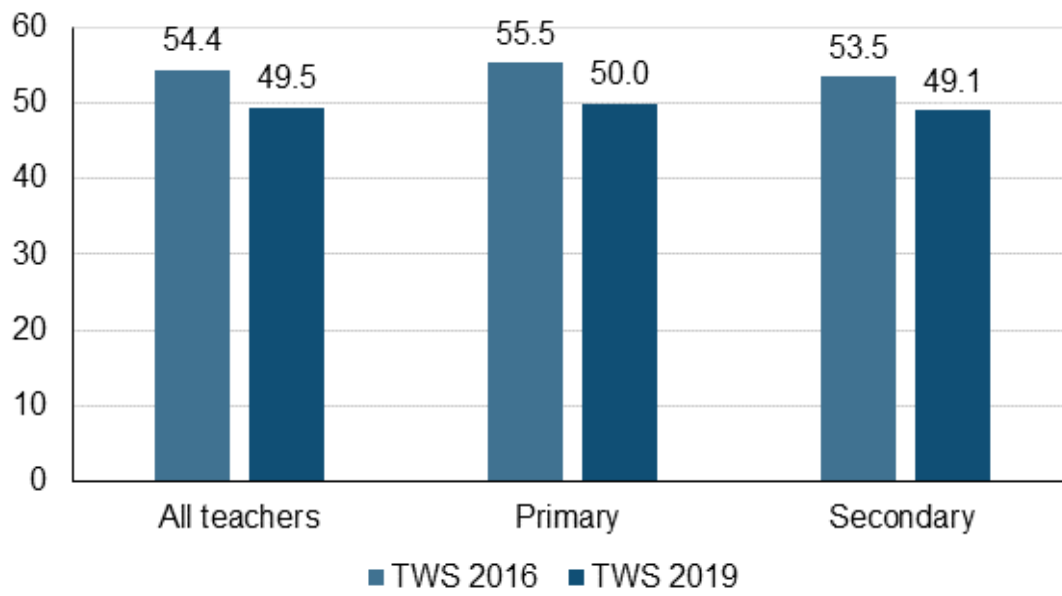
Q2. In your most recent full working week, approximately how many hours did you spend in total on teaching, planning lessons, marking, covering for absence, interacting with other teachers, participating in staff meetings, pastoral care and other activities related to your job at [name of school]? (Findings shown for primary and secondary teachers and middle leaders).

Source: Teacher Workload Survey, 2016 and 2019

Table 6 summarises the differences in average reported working hours between groups of teachers and middle leaders, and schools. Full-time teachers and middle leaders reported working 52.9 hours in the reference week, which was unsurprisingly more than the 39.8 hours worked by part-time teachers and middle leaders. Both figures are significantly lower than in TWS 2016, in which full-time teachers and middle leaders reported working 56.7 hours (a reduction of 4.2 hours) and part-time teachers and middle leaders reported working 42 hours (a reduction of 2.2 hours).

Table 6: Average total working hours of teachers and middle leaders during the reference week, by contracted hours

Contracted hours	Total working hours in reference week	Base (n)
Full-time	52.9	4,580
Part-time	39.8	1,315

Table 7 summarises the differences in reported working hours between teachers and middle leaders, and by years of experience in teaching. Middle leaders reported working 2.9 more hours in the reference week compared to teachers. Early-career teachers (those in their first five years in teaching) reported working 2.6 more hours than those who had been in teaching for between six and ten years, and 4.7 hours more than those who had been in teaching for more than ten years. However, these differences are primarily due to middle leaders and early-career teachers being more likely to work full-time. Comparing the working hours of full-time teachers within these groups shows only small differences. The interaction of different factors in explaining variation in reported working hours are explored in more detail using a regression model in Chapter 6.

Table 7: Average total working hours of teachers during the reference week, by role and years of experience, and by contracted work pattern

Type of teacher and years of experience in teaching	Total working hours in reference week			All teachers base N
	All teachers	**Full-time**	**Part-time**	
Teacher	48.7	52.7	39.0	4,329
Middle leader	51.6	53.3	43.7	2,236
Less than six years	52.4	53.2	48.0	1,850
Six to ten years	49.8	53.1	39.5	1,556
More than ten years	47.7	52.5	38.2	3,158

Table 8 summarises the differences in reported working hours between schools of different types and in different Ofsted categories. Teachers and middle leaders in Ofsted-category 'Outstanding' schools reported working 50.1 hours in the reference week, 1.1 hours more than teachers and middle leaders in schools categorised as 'Good'. Teachers

and middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate'[16] schools reported working 51.1 hours in the reference week, 2.1 hours more than teachers and middle leaders in Ofsted-category 'Good' schools. Teachers and middle leaders in primary academies reported working 51.2 hours in the reference week, 1.7 hours more than teachers and middle leaders in primary LA maintained schools. Teachers and middle leaders in secondary academies reported working 49.3 hours in the reference week, 0.8 hours more than teachers and middle leaders in secondary LA maintained schools.

Table 8: Average total working hours of teachers and middle leaders in the reference week, by school type and Ofsted category

School characteristic	Total working hours in reference week	Base N
Primary academies	51.2	525
Primary LA maintained	49.5	1,164
Secondary academies	49.3	3,475
Secondary LA maintained	48.5	1,399
Outstanding	50.1	1,532
Good	49.0	3,475
Requires Improvement/ Inadequate	51.1	619

Source: Teacher Workload Survey, 2019

3.3 Distribution of total working hours

Figure 2 shows the distribution of total reported working hours in the reference week for full-time and part-time teachers and middle leaders. Reported working hours vary considerably for teachers and middle leaders, but nearly half (47 per cent) of full-time teachers and middle leaders worked between 45.1 and 55 hours in the reference week. The greater degree of variability in total reported working hours for part-time teachers and middle leaders reflects the wider range of possible contracted hours.

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[16] Ofsted-category Requires Improvement or Inadequate schools were combined in the analysis as the sample sizes of teachers and middle leaders in the respective categories, particularly for Inadequate schools, were too small to analyse separately with sufficient robustness. This approach is consistent with the analysis undertaken for the 2016 TWS.

Figure 2: Distribution of total teacher and middle leader working hours in reference week, by contracted work pattern
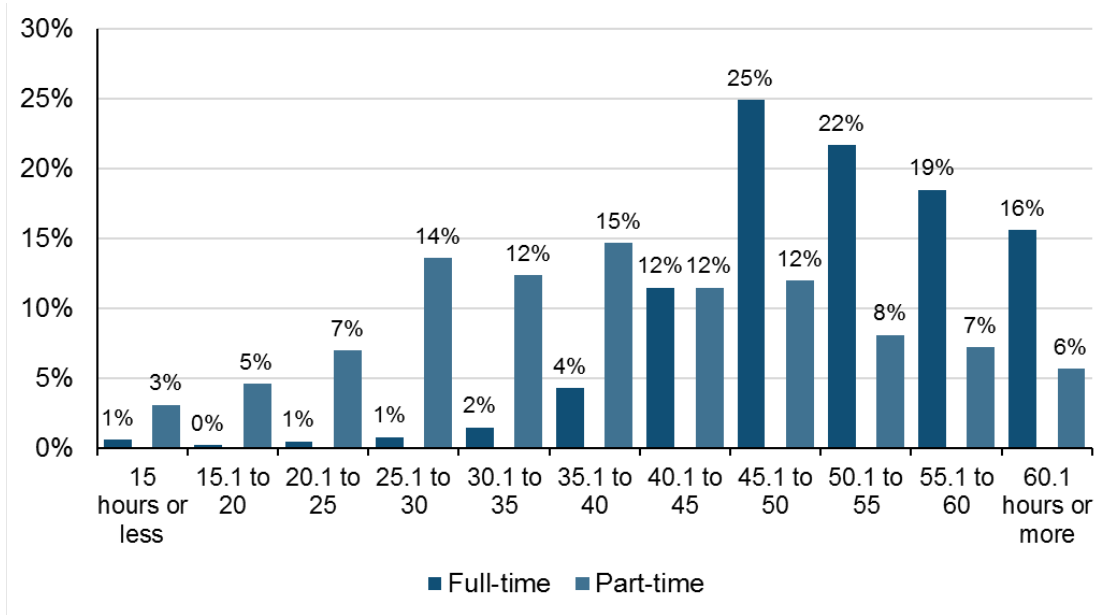
Source: Teacher Workload Survey, 2019

Figure 3 shows the distribution of total reported working hours in the reference week for primary and secondary teachers and middle leaders. The distributions are similar to one another in shape, although a greater proportion of primary teachers and middle leaders (31 per cent) reported working 55.1 hours or more compared to secondary teachers and middle leaders (26 per cent). This is consistent with the 2016 survey, which also found that more primary teachers and middle leaders reported working 55.1 hours or more (57 per cent) compared to secondary teachers and middle leaders (44 per cent).

Figure 3: Distribution of total teacher and middle leader working hours in reference week, by phase
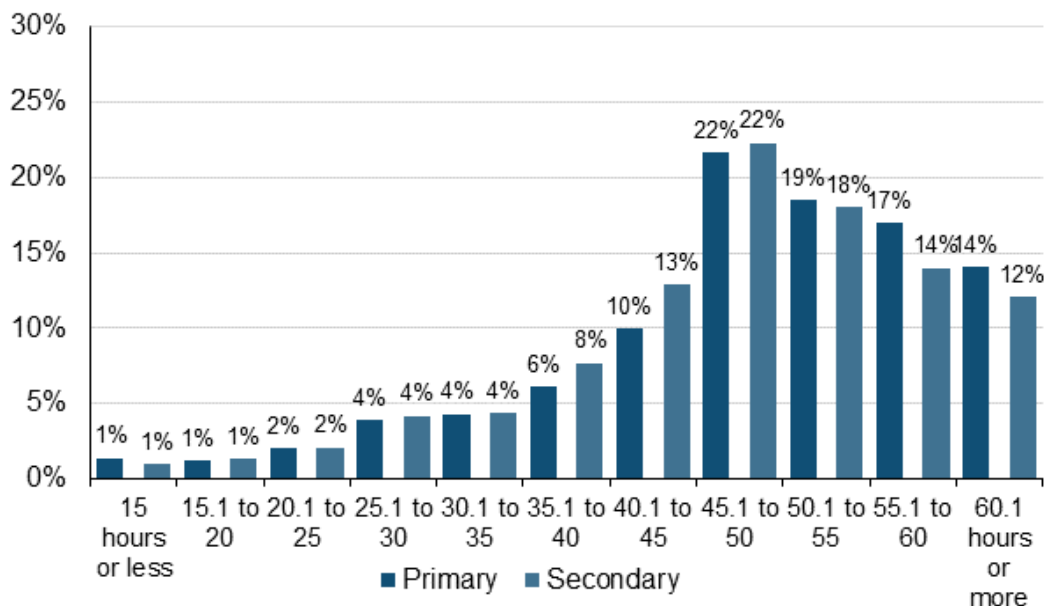
3.4 Hours worked outside school

Figure 4 shows that teachers and middle leaders reported working an average of 12.8 hours during weekends, evenings or other out-of-school hours. The question was clearly worded to ensure these were not additional hours to the total working hours reported in Question 2. Secondary teachers and middle leaders reported slightly more time working out-of-school hours compared to primary teachers and middle leaders. All three estimates shown in Figure 4 are lower than the corresponding figures in the 2016 TWS survey and all three differences are statistically significant.

Figure 4: Average hours spent working out-of-school hours in the reference week, by phase
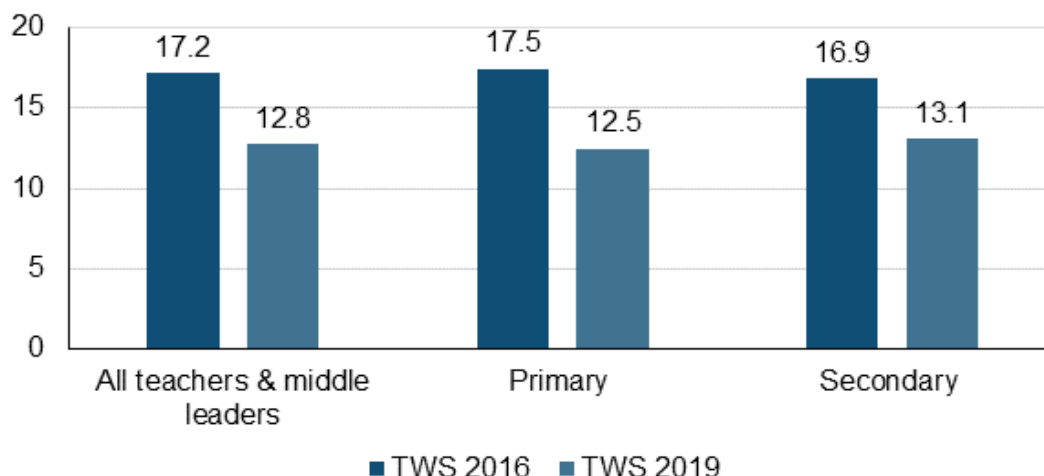
Q16. You said earlier that you worked [number of reported hours in reference week] hours in your last working week. Approximately how many of those hours were spent working during weekends, evenings or other out-of-school hours? (Findings shown for all teachers and middle leaders).

Source: Teacher Workload Survey, 2016 and 2019

Further analysis showed that between 2016 and 2019, the time teachers and middle leaders reported working during weekends, evenings or other out-of-school hours fell as a proportion of their total working hours. For primary teachers and middle leaders, the proportion of time spent working out-of-school hours was down 7 percentage points to 25 per cent, and for secondary teachers and middle leaders, this was down 6 percentage points to 26 per cent. Both differences were statistically significant.

Full-time teachers and middle leaders reported working more out-of-school hours (13.3 hours) compared to part-time teachers and middle leaders (11.5 hours). However, despite this, out-of-school hours represent a greater proportion of the total working hours of part-time teachers and middle leaders (28 per cent) compared to full-time teachers and middle leaders (25 per cent). The TWS 2016 also found that out-of-school hours made up a greater proportion of the working hours of part-time teachers (34 per cent), compared to full-time teachers (30 per cent). There were no other notable differences in reported out-of-school hours in the reference week between different types of teachers and middle leaders, or schools.

3.5 Teaching hours of teachers and middle leaders

The survey asked teachers and middle leaders for the number of hours spent on teaching during the reference week. As shown in Figure 5, the average reported teaching

hours were higher among primary teachers and middle leaders (22.9) compared to secondary teachers and middle leaders (19.9) in 2019. The pattern of reported teaching hours among teachers and middle leaders in 2019 was very similar to the pattern in TWS 2016: the differences among all teachers and primary teachers in the 2016 and 2019 surveys were not statistically significant. The difference between TWS 2016 and 2019 surveys among secondary teachers and middle leaders of 0.4 hours was statistically significant, but represents only a very small difference.

Figure 5: Average hours spent teaching in the reference week, by phase
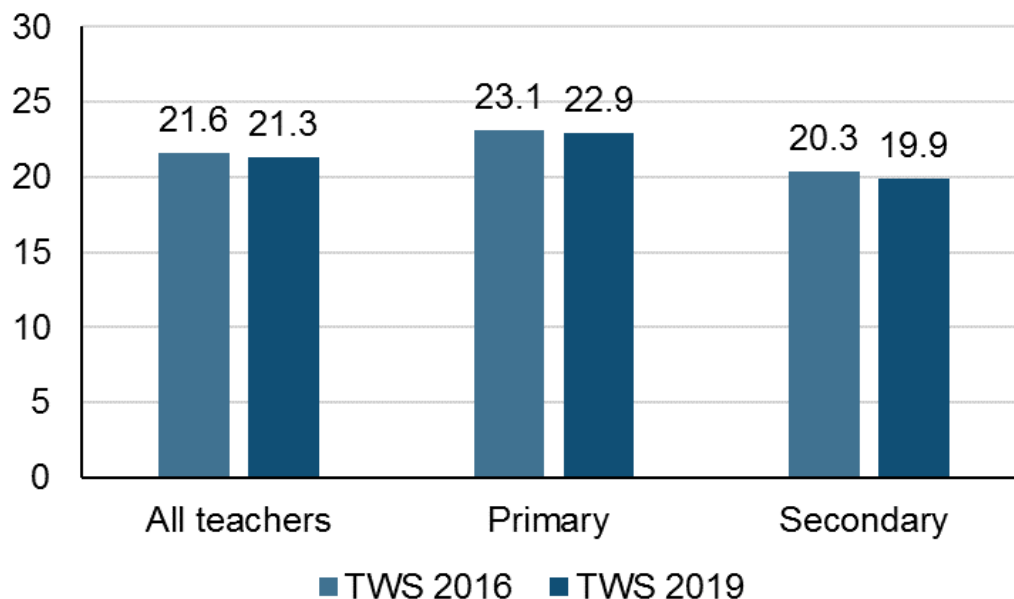
Q3. Of this total, approximately how many hours did you spend on teaching in your most recent full working week at [name of school]? (Findings shown for all teachers and middle leaders).

Further analysis showed that the teaching hours worked by primary teachers and middle leaders represent 47 per cent of their total working hours, whereas teaching hours represent 42 per cent of secondary teachers' and middle leaders' total working hours. Both these figures are statistically significantly higher than in the TWS 2016 (43 per cent for primary and 39 per cent for secondary), which is explained by the lower total hours and fewer hours spent on activities other than teaching reported in the 2019 survey compared to the 2016 survey.

Full-time teachers and middle leaders reported working more teaching hours (22.7 hours) compared to part-time teachers and middle leaders (17.4 hours). Teaching hours represent a slightly greater proportion of the total working hours of part-time teachers and middle leaders (45 per cent) compared to full-time teachers and middle leaders (44 per cent).

Table 9 shows the teaching hours of primary and secondary teachers and middle leaders in the reference week, split by contracted work pattern and role. The key findings from this table are the following:

- Full-time primary teachers and middle leaders spent 3.8 more hours in the reference week teaching compared to full-time secondary teachers and middle leaders.

- Middle leaders reported spending 1.5 fewer hours teaching in the reference week compared to teachers. However, only comparing those who work full time, full-time middle leaders reported spending 2.7 fewer hours teaching in the reference week compared to full-time teachers.

- Early-career teachers and middle leaders reported spending 1.6 more hours teaching in the reference week compared to teachers and middle leaders with six to ten years' experience in teaching. However, only comparing those who work full time, full-time early-career teachers and middle leaders reported spending one more hour teaching in the reference week compared to full-time teachers and middle leaders with six to ten years' experience in teaching.

Table 9: Average teaching hours of teachers and middle leaders during the reference week, by phase, role and years of experience

Teacher/ school characteristic	Total teaching hours in reference week			All teachers base N
	All teachers	**Full-time**	**Part-time**	
Primary	22.9	24.7	18.0	1,691
Secondary	19.9	20.9	16.7	4,874
Teacher	21.7	23.6	17.5	4,329
Middle leader	20.2	20.9	17.0	2,236
Less than six years	23.1	23.7	20.6	1,850
Six to ten years	21.5	22.7	17.6	1,556
More than ten years	21.3	21.9	16.6	3,158

Source: Teacher Workload Survey, 2019

3.6 Non-teaching working patterns of teachers and middle leaders

The survey also asked teachers and middle leaders about the number of hours they spent during the reference week working on a range of non-teaching activities. Table 10 summarises the proportion of teachers who spent at least some of their time working on the given activities in each phase, and compares these to the equivalent proportions from the TWS 2016.

Table 10: Percentage of teachers and middle leaders who worked at least some time on listed non-teaching tasks in the reference week, by phase and survey

Activities	Primary (%) 2016	Primary (%) 2019	Secondary (%) 2016	Secondary (%) 2019
Individual planning or preparation of lessons	98	99	99	99
General administrative work	96	99	98	99
Team work and dialogue with colleagues within this school	98	98	96	96
Marking/correcting of pupils' work	98	95	96	97
Communication and co-operation with parents/guardians	91	90	82	84
Pupil supervision and tuition	51	64	78	84
Engaging in extracurricular activities	60	48	54	48
Pupil discipline including detentions	45	46	71	74
Participation in school management	48	44	49	45
Pupil counselling	47	30	54	48
Other activities	13	36	11	34

Note: table cells show the proportion of non-zero responses to Q4. Approximately how many hours did you spend on the following activities other than teaching in your most recent full working week at [name of school]? Include activities that took place during weekends, evenings or other off classroom hours. Please exclude all time spent teaching.

Source: Teacher Workload Survey, 2019

The vast majority of primary and secondary teachers and middle leaders spent at least some time in the reference week undertaking activity related to 'individual planning or preparation of lessons', 'team work and dialogue with colleagues', 'marking/correcting of pupils' work' and 'general administrative work'. High proportions of teachers and middle leaders also spent time on 'communication with parents' (90 per cent for primary and 84 per cent for secondary), while around two-thirds of primary teachers and middle leaders (64 per cent) and five out of six secondary teachers and middle leaders (84 per cent) spent time on 'pupil supervision and tuition'.

Just under half of primary teachers and middle leaders (46 per cent) spent some of the reference week on 'pupil discipline', and this was higher among secondary teachers and middle leaders (74 per cent). Just under half (44 per cent for primary and 45 per cent for secondary) of teachers and middle leaders spent some time during the reference week on 'participation in school management' and 'engaging in extra-curricular activities' (48 per cent for both primary and secondary). Just under a third of primary teachers and middle leaders (30 per cent) reported spending time on 'pupil counselling', compared to just under half (48 per cent) of secondary teachers and middle leaders.

The pattern of reporting at least some time on non-teaching activities is broadly similar to the pattern in the TWS 2016. Notable exceptions are the lower proportions of teachers and middle leaders, particularly in primary, spending time on 'pupil counselling' and 'engaging in extracurricular activities' during the reference week, and the higher proportions spending time on 'pupil supervision and tuition' in the reference week.

Figure 6 shows the average hours worked on non-teaching activities in the reference week, among teachers and middle leaders who reported having worked at least some hours on that activity[17]. Both primary and secondary teachers and middle leaders reported spending the most time on 'individual planning and preparation of lessons' (7.8 hours for primary, 7.3 hours for secondary), 'marking/ correcting of pupils' work' (6 hours for primary, and 6.3 hours for secondary) and 'general administrative work' (4.2 hours for primary and 4.8 for secondary). Notable differences between primary and secondary teachers and middle leaders is the greater number of hours reported by secondary teachers and middle leaders on 'engaging in extra-curricular activities' (2.9 hours) compared to primary teachers and middle leaders (1.7 hours).

Comparing the hours worked by teachers and middle leaders on non-teaching activities between the 2016 and 2019 surveys, there are several statistically significant differences. Both primary and secondary teachers and middle leaders reported working fewer hours on 'individual planning and preparation of lessons' (1.3 fewer hours for primary, 1.1 hour less for secondary), 'marking/ correcting of pupils' work' (2.2 fewer hours for primary, and 1.7 fewer hours for secondary) and 'pupil supervision and tuition' (1.8 fewer hours for primary and 1.3 fewer hours for secondary). Conversely, primary teachers and middle leaders also reported spending 0.3 more hours on pupil discipline and 0.4 more hours on 'pupil counselling'. Both these findings are statistically significant.

Further analysis shows that teachers spent 1.5 more hours on 'individual planning and preparation of lessons' in the reference week compared to middle leaders, but spent 1.1

[17] The average number of hours spent on 'other' activites is not presented in the figure due to differences in the types of activities that teachers and middle leaders reported between TWS 2019 and 2016, making them incomparable. 613 primary teachers and middle leaders reported an average of 3.3 hours on other activites and 1,643 secondary teachers and middle leaders reported an average of 3.4 hours on other activities.

fewer hours on 'participation in school management' and 2.3 fewer hours on 'general administrative work'. This is consistent with the fact that teachers reported spending 1.5 more hours teaching in the reference week compared to middle leaders.

Teachers and middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools spent 0.7 more hours on 'individual planning and preparation of lessons' and 0.7 more hours on 'marking/correcting of pupils' work' compared to teachers and middle leaders in Ofsted-category 'Good' schools. There were no notable differences in reported working hours on non-teaching activities between Ofsted-category 'Good' and 'Outstanding' schools, or between academies and LA maintained schools.

Figure 6: Average hours worked on non-teaching activities in the reference week, among teachers and middle leaders who reported spending at least some time on each activity, by phase

Primary

Activity	TWS 2016	TWS 2019
Individual planning/preparation of lessons	9.1	7.8
Marking/correcting of pupils' work	8.2	6.0
General administrative work	4.4	4.2
Team work and dialogue with colleagues…	3.3	3.2
Participation in school management	2.6	2.6
Pupil supervision and tuition	4.3	2.5
Engaging in extracurricular activities	1.7	1.7
Communication and co-operation with…	1.7	1.7
Pupil counselling	1.2	1.6
Pupil discipline	1.0	1.3

■ TWS 2016   ■ TWS 2019

Secondary

Activity	TWS 2016	TWS 2019
Individual planning/preparation of lessons	8.4	7.3
Marking/correcting of pupils' work	8.0	6.3
General administrative work	4.6	4.8
Engaging in extracurricular activities	3.0	2.9
Team work and dialogue with colleagues within this school	2.8	2.7
Pupil supervision and tuition	3.8	2.5
Participation in school management	2.6	2.5
Communication and co-operation with parents/guardians	1.9	1.8
Pupil counselling	1.6	1.7
Pupil discipline	1.6	1.6

■ TWS 2016   ■ TWS 2019

Q4. Approximately how many hours did you spend on the following activities other than teaching in your most recent full working week at [name of school]?.

Source: Teacher Workload Survey, 2016 and 2019

3.7 Working patterns of teachers and middle leaders on specified support and administrative activities

Support and management activities

Figure 7 shows that, among these support and management activities, primary teachers and middle leaders spent the most time on 'organising resources and premises, setting up displays and setting up/tidying classrooms'. The hours reported for this activity were one hour less in the TWS 2019 compared to the 2016 survey, and the difference is statistically significant.

Secondary teachers and middle leaders also spent the most time on 'organising resources and premises, setting up displays and setting up/tidying classrooms', although less than primary teachers and middle leaders. They reported spending 0.4 of an hour less time in 2019 on this activity than they did in 2016, which was a small but statistically significant difference. Secondary teachers and middle leaders also reported spending half an hour less on 'timetabled tutor time' in TWS 2019 compared to the 2016 survey, which was also statistically significant.

The only notable difference in further analysis by teacher and school characteristics was that teachers spent 0.6 more hours in the reference week on 'organising resources and premises' compared to middle leaders.

Figure 7: Average hours worked on specified support and management activities in the reference week, among teachers and middle leaders who reported spending at least some time on each activity, by phase
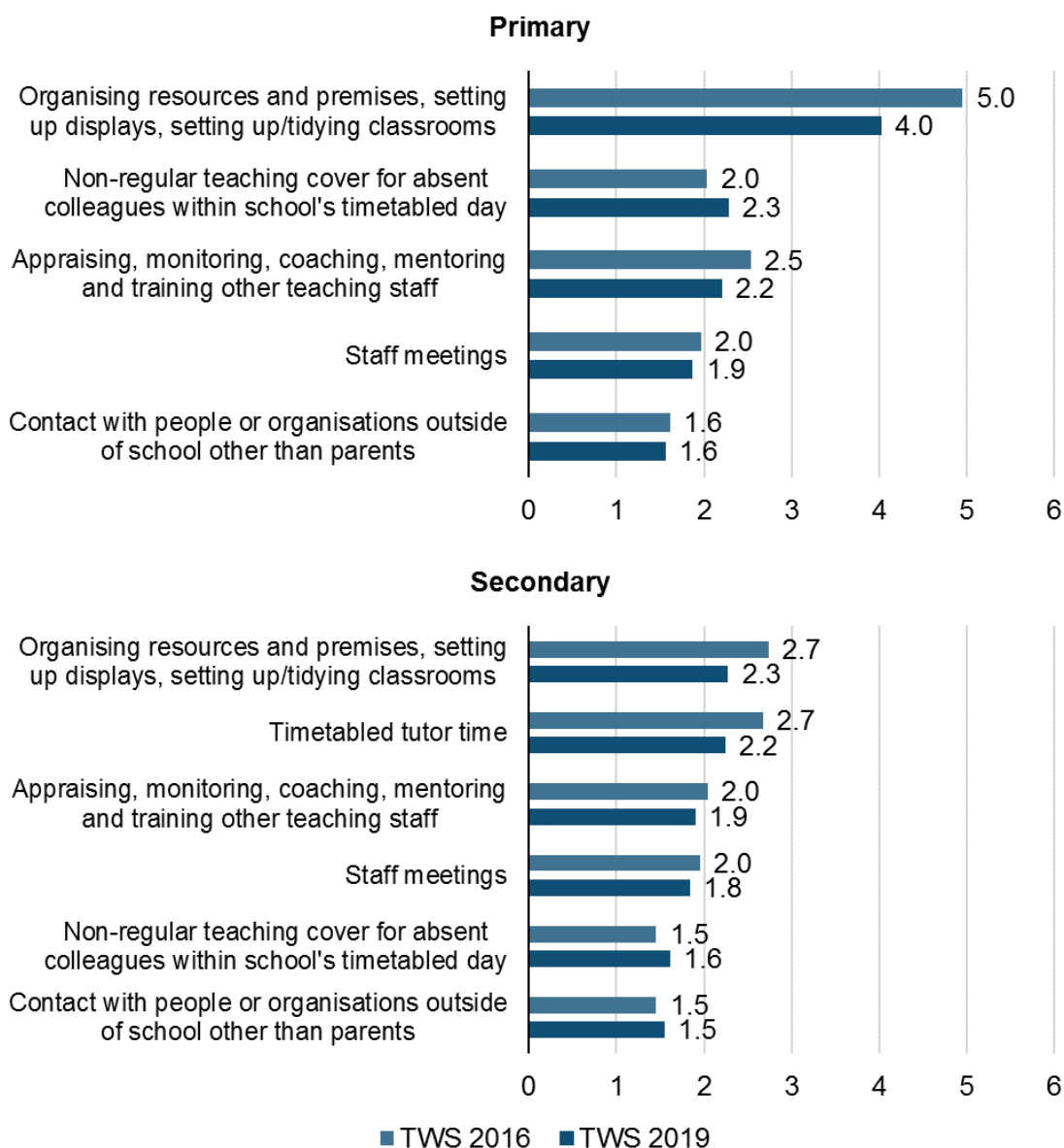
Q6. Approximately how many hours did you spend on the following specific support and management activities in your most recent full working week at [name of school]?.

Note: 1) Due to rounding, bars in the figure may have different lengths but be labelled with the same value; 2) The item 'Timetabled tutor time' was not asked of primary teachers and middle leaders.

Source: Teacher Workload Survey, 2016 and 2019

Administrative activities

Figure 8 shows that teachers and middle leaders spent the most administrative time on 'planning, administering and reporting on pupil assessments' (3.1 hours for primary, 2.7 hours for secondary) and 'recording, inputting, monitoring and analysing data in relation to pupil performance' (2.3 hours for primary, 2.0 hours for secondary). Teachers and middle leaders also reported spending 1.4 hours on 'school policy development and financial planning' in both phases. There were no notable differences in the time spent on these activities between teachers and middle leaders, by years of experience or between schools in different Ofsted categories.

The hours reported for 'planning, administering and reporting on pupil assessments' were lower in the TWS 2019 compared to the 2016 survey for both primary (1.2 fewer hours) and secondary (0.8 fewer hours) teachers and middle leaders. Primary and secondary teachers and middle leaders also reported spending respectively 0.5 and 0.6 fewer hours on data management in TWS 2019 compared to the 2016 survey. All these differences were statistically significant.

Figure 8: Average hours worked on specific administrative activities in the reference week, among teachers and middle leaders who reported spending some time on each activity

Primary

Secondary
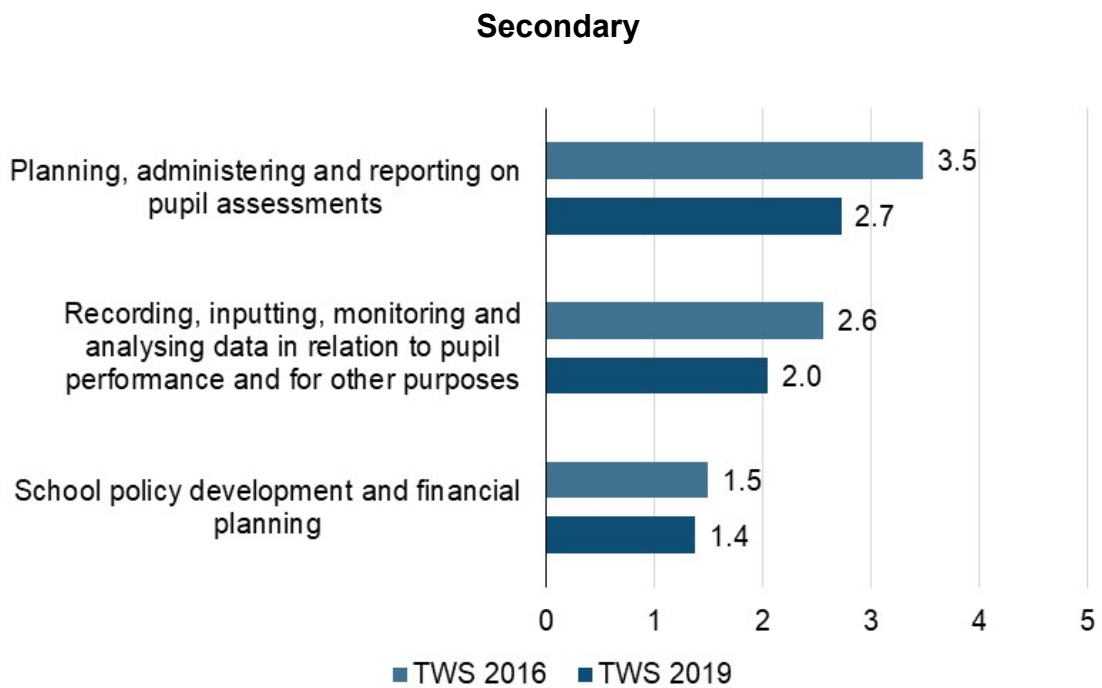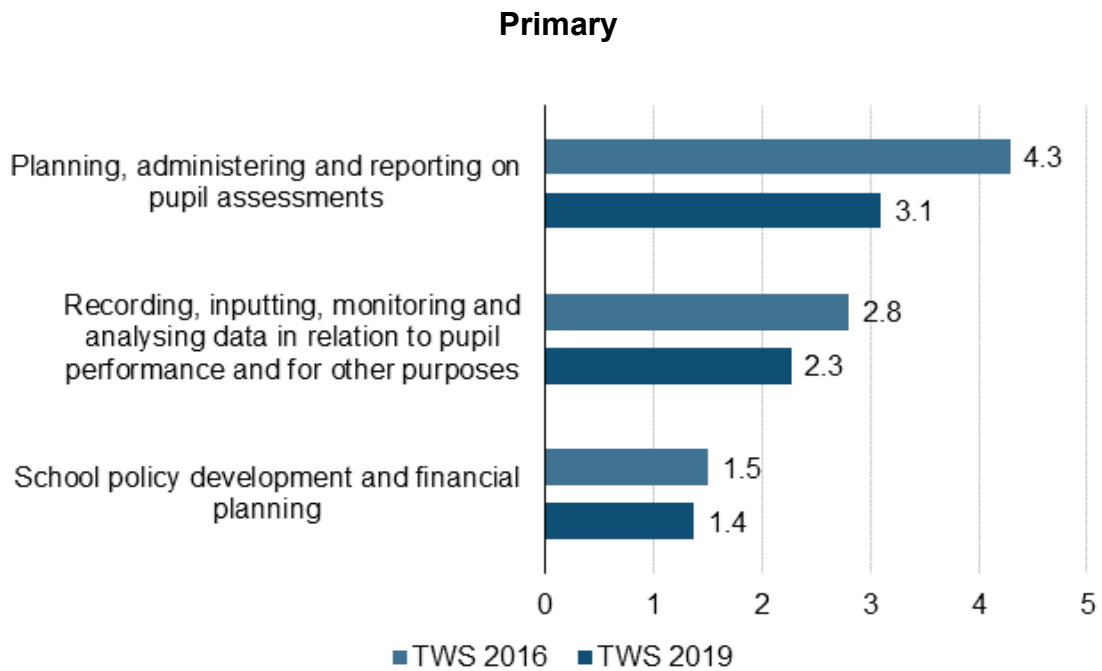
Q7. Approximately how many hours did you spend on the following specific administrative activities in your most recent full working week at [name of school].

Source: Teacher Workload Survey, 2016 and 2019

3.8 Working hours and patterns of senior leaders

Headteachers[18], deputy headteachers and assistant headteachers were asked a separate set of questions to teachers and middle leaders about their total working hours and the hours they spent on different tasks in the reference week. For the purpose of analysis, this group have been labelled as 'senior leaders'. Analysis is presented for senior leaders in primary and secondary schools separately and by role, but the sample size of senior leaders was too small for analysis of differences between school characteristics other than phase.

Total working hours

Figure 9 shows the average working hours reported by senior leaders in the reference week. The figures include both full-time and part-time senior leaders. Senior leaders reported working 55.1 hours during the reference week. This compares to an average of 60.5[19] hours reported in the 2016 survey reference week. The difference of 5.4 hours between the two surveys is statistically significant.

Senior leaders in primary schools reported working 54.4 hours in the reference week, while senior leaders in secondary schools reported working 56.4 hours in the reference week. Primary senior leaders reported working 5.4 fewer hours compared to 2016 and secondary leaders reported 5.7 fewer hours, both of which are statistically significant differences.

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[18] This group included acting headteachers and heads of school, and also included small numbers of executive headteachers and MAT CEOs.

[19] Updated analysis has identified a typographical error in the TWS 2016 report (page 6). The reported figure of senior leaders working an average of 60.0 hours in the reference week should be 60.5 hours. The underlying data, other analysis and findings of the report remain unchanged.

Figure 9: Average total working hours of senior leaders during the reference week, by phase
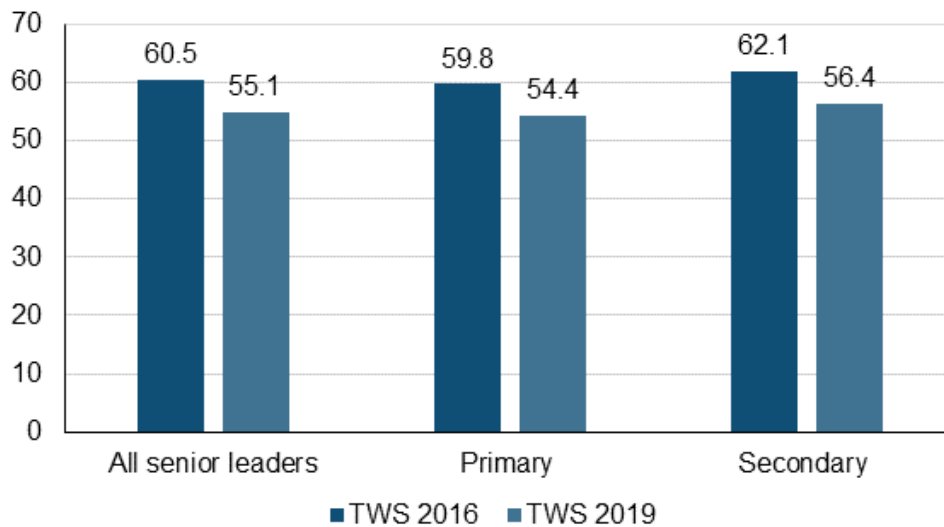
Q10. In your most recent full working week, approximately how many hours did you spend in total on school management, staff supervision, interacting with other teachers, teaching and on other tasks related to your job at [name of school]?.

Source: Teacher Workload Survey, 2016 and 2019

Further analysis found that headteachers reported working 56.9 hours in the reference week, compared to 54.3 hours for assistant and deputy headteachers, a difference of 2.6 hours.

Total out-of-school hours

Figure 10 shows the reported hours spent by senior leaders in the reference week working during weekends, evenings and other out-of-school hours. Senior leaders reported working 12.3 out-of-school hours during the reference week. This compares to an average of 17.7 hours reported in the 2016 survey reference week. The difference of 5.4 hours between the two surveys is statistically significant. Senior leaders work slightly fewer out-of-school hours than both teachers (12.6 hours) and middle leaders (13.3 hours) even though their total working hours are, on average, longer (see teacher and middle leader total working hours in Table 7). This suggests that the in-school hours of senior leaders are longer than teachers and middle leaders.

Figure 10: Senior leader reported working hours during out-of-school hours in the reference week, by phase
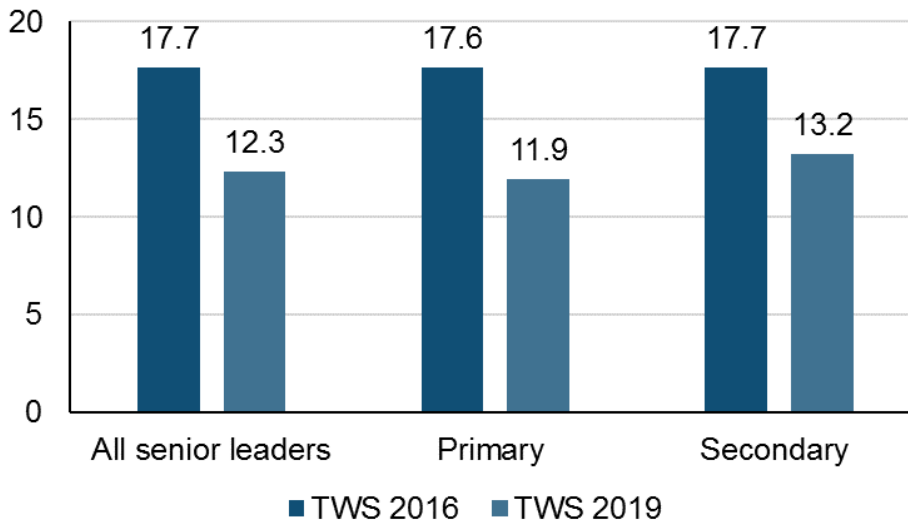
Q16. You said earlier that you worked [number of reported hours in reference week] hours in your last working week. Approximately how many of those hours were spent working during weekends, evenings or other out-of-school hours? (Findings shown for all senior leaders).

Source: Teacher Workload Survey, 2016 and 2019

Full-time senior leaders reported working the same out-of-school hours (12.5 hours) as part-time senior leaders (12.5 hours).[20]

Senior leaders in primary schools reported working 11.9 out-of-school hours in the reference week, while senior leaders in secondary schools reported working 13.2 out-of-school hours in the reference week. Both represent differences that are statistically significant compared to the 2016 survey: primary senior leaders reported 5.7 fewer hours compared to 2016 and secondary senior leaders reported 4.5 fewer hours.

Out-of-school hours worked by primary senior leaders represented 21.7 per cent of their total working hours, while out-of-school hours represented 23.2 per cent of secondary senior leaders' working hours. These findings indicate that senior leaders, regardless of phase, are spending a smaller proportion of their total working hours out-of-school compared to teachers (25.6 per cent) and middle leaders (25.5 per cent).

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[20] There is a small group of senior leaders with unknown working arrangements (due to not being matched to the SWC) who have an average of 10.3 out-of-school hours. This explains why both the averages for full-time and part-time senior leaders (12.5 hours) are higher than the overall average (12.3 hours).

Working patterns of senior leaders

The survey also asked senior leaders about the number of hours they spent during the reference week on a range of activities associated with their role. Table 11 summarises the proportion of senior leaders who spent at least some of their time working on the given activities in each phase, and compares these to the equivalent proportions from the 2016 TWS.

Table 11: Percentage of senior leaders who worked some time on listed activities in the reference week, by phase and survey

Activities	Primary (%) 2016	Primary (%) 2019	Secondary (%) 2016	Secondary (%) 2019
Leadership and management	98	99	98	100
Parent or guardian interactions	94	95	91	92
Pupil interactions	90	93	92	97
Performance management of staff	59	92	79	91
Administration within the school	90	90	93	91
Data analysis	89	89	85	92
Teaching and related tasks	86	83	88	91
Curriculum planning	75	79	70	81
Administration and management with external bodies	68	67	75	74
Recruitment	34	32	54	47
Other activities	17	61	14	52

Note: table cells show the proportion of non-zero responses to Q11. Approximately how many hours did you spend on the following activities in your most recent full working week at [name of school] (response for senior leaders).

Source: Teacher Workload Survey, 2016 and 2019

As in the 2016 TWS, the vast majority of primary and secondary senior leaders spent some time in the reference week undertaking activity related to 'leadership and management within the school', 'parent/guardian interactions', 'pupil interactions' and 'administration within the school'. More than 80 per cent of senior leaders also spent time on 'teaching and related tasks' and 'data analysis' and around 80 per cent of senior leaders spent time on 'curriculum planning'.

The vast majority of primary and secondary senior leaders reported spending some time on 'performance management of staff' in the reference week. However, this represents a difference from the 2016 TWS, particularly for primary senior leaders. The proportion of primary senior leaders spending time on 'performance management of staff' in the reference week increased by 33 percentage points between TWS 2016 and 2019, and by 12 percentage points for secondary senior leaders.

The proportion of secondary senior leaders spending some time on 'curriculum planning' in the reference week was 11 percentage points higher in the 2019 survey compared to 2016. The proportion of secondary senior leaders spending some time on 'recruitment' in the reference week was 7 percentage points lower in the 2019 survey compared to 2016. The pattern of senior leaders reporting at least some time on the leadership activities is otherwise broadly similar to the pattern in the 2016 TWS.

Working hours on leadership activities by senior leaders

Figure 11 shows the average hours worked on leadership activities in the reference week, among senior leaders who reported having worked at least some hours on that activity[21]. Both primary and secondary senior leaders reported spending the most time on 'teaching and related tasks' (16.2 hours for primary, 14.1 hours for secondary), and 'leadership and management within the school' (11.5 hours for primary, and 12.9 hours for secondary). A notable difference between primary and secondary senior leaders is the greater number of hours reported by secondary senior leaders on 'student interactions' (6.6 hours) compared to primary senior leaders (4.5 hours). Comparing the hours worked by senior leaders on leadership activities between the 2016 and 2019 TWS, there are several statistically significant differences. Both primary and secondary senior leaders reported working fewer hours on 'leadership and management within the school' (6.4 fewer hours for primary, 4.3 fewer hours for secondary) and 'administration within the school' (2.1 fewer hours for primary, 1.4 fewer hours for secondary).

Primary and secondary senior leaders reported working more hours on 'performance management of staff' (1.5 hours for primary, 1.4 hours for secondary) and 'recruitment' (0.6 hours for primary, 0.3 hours for secondary). Secondary senior leaders also reported spending 1 fewer hour on 'data analysis' and 1.6 more hours on 'teaching and related tasks'.

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[21] The average number of hours spent on 'other' activites is not presented in the figure due to differences in the types of activities that senior leaders reported between TWS 2019 and 2016, making them incomparable. 310 primary senior leaders reported an average of 3.9 hours on other activites and 412 secondary senior leaders reported an average of 3.1 hours on other activities.

Further analysis comparing headteachers and assistant/deputy headteachers found that headteachers reported spending more time on 'leadership and management within the school' (4.4 more hours in primary, 8.5 more hours in secondary) and less time on 'teaching and related tasks' (16.6 fewer hours in primary, 11.5 fewer hours in secondary) than assistant/deputy headteachers[22]. Secondary headteachers reported spending 4.5 more hours on recruitment, compared to one hour by assistant/deputy headteachers.

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[22] Primary headteachers reported spending 3.3 hours on 'teaching and related tasks' on average while assistant/deputy headteachers reported spending an average of 19.9 hours on this activity. The equivalent figures for secondary senior leaders were 3.1 and 14.6 hours respectively.

Figure 11: Average hours worked on leadership activities in the reference week, among senior leaders who reported spending some time on each activity, by phase

Primary

Activity	TWS 2016	TWS 2019
Teaching and related tasks	16.0	16.2
Leadership and management within the school	17.9	11.5
Administration within the school	8.0	5.9
Performance management of staff	3.3	4.8
Student interactions	6.0	4.5
Data analysis	4.4	3.7
Curriculum planning	4.7	3.4
Recruitment	2.5	3.1
Administrative and management with external bodies	4.5	3.3
Parent or guardian interactions	3.8	3.1

■ TWS 2016 ■ TWS 2019

Secondary

Activity	TWS 2016	TWS 2019
Teaching and related tasks	12.5	14.1
Leadership and management within the school	17.2	12.9
Student interactions	6.8	6.6
Administration within the school	7.1	5.7
Performance management of staff	2.8	4.2
Recruitment	3.2	3.5
Curriculum planning	4.4	3.5
Administrative and management with external bodies	4.5	3.2
Data analysis	4.3	3.3
Parent or guardian interactions	3.1	3.1

■ TWS 2016 ■ TWS 2019

Q11. Approximately how many hours did you spend on the following activities in your most recent full working week at [name of school] (response for senior leaders).

Source: Teacher Workload Survey, 2016 and 2019

52

4 Perceptions of workload and working hours

This chapter explores the perceptions of teachers, middle leaders and senior leaders on the amount of time they reported spending on a variety of activities associated with their roles during the reference week. Where it is relevant to do so, comparisons are made between sub-groups of teachers and schools, and to the findings from the TWS 2016.

4.1 Perceptions of teachers and middle leaders towards general non-teaching activities

Teachers and middle leaders were asked for their views about whether the amount of time they spent on non-teaching tasks over the whole school year was 'too much', 'too little' or 'about right'. The whole school year was used as the reference period so as not to exclude teachers who happened not to have undertaken a specific activity in the reference week. Figure 12 presents primary teachers' and middle leaders' views on the time they spent on non-teaching tasks using aggregated measures for 'too much' and 'too little'[23].

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[23] The original question used a five-point Likert scale. However, to simplify the presentation of findings, three measures are presented. 'Too little' is an aggregate of the 'far too little' and 'too little' items; 'too much' is an aggregate figure of 'far too much' and 'too much'; and the mid-point 'about right'.

Figure 12: The perceptions of primary teachers and middle leaders on the amount of time spent on non-teaching tasks
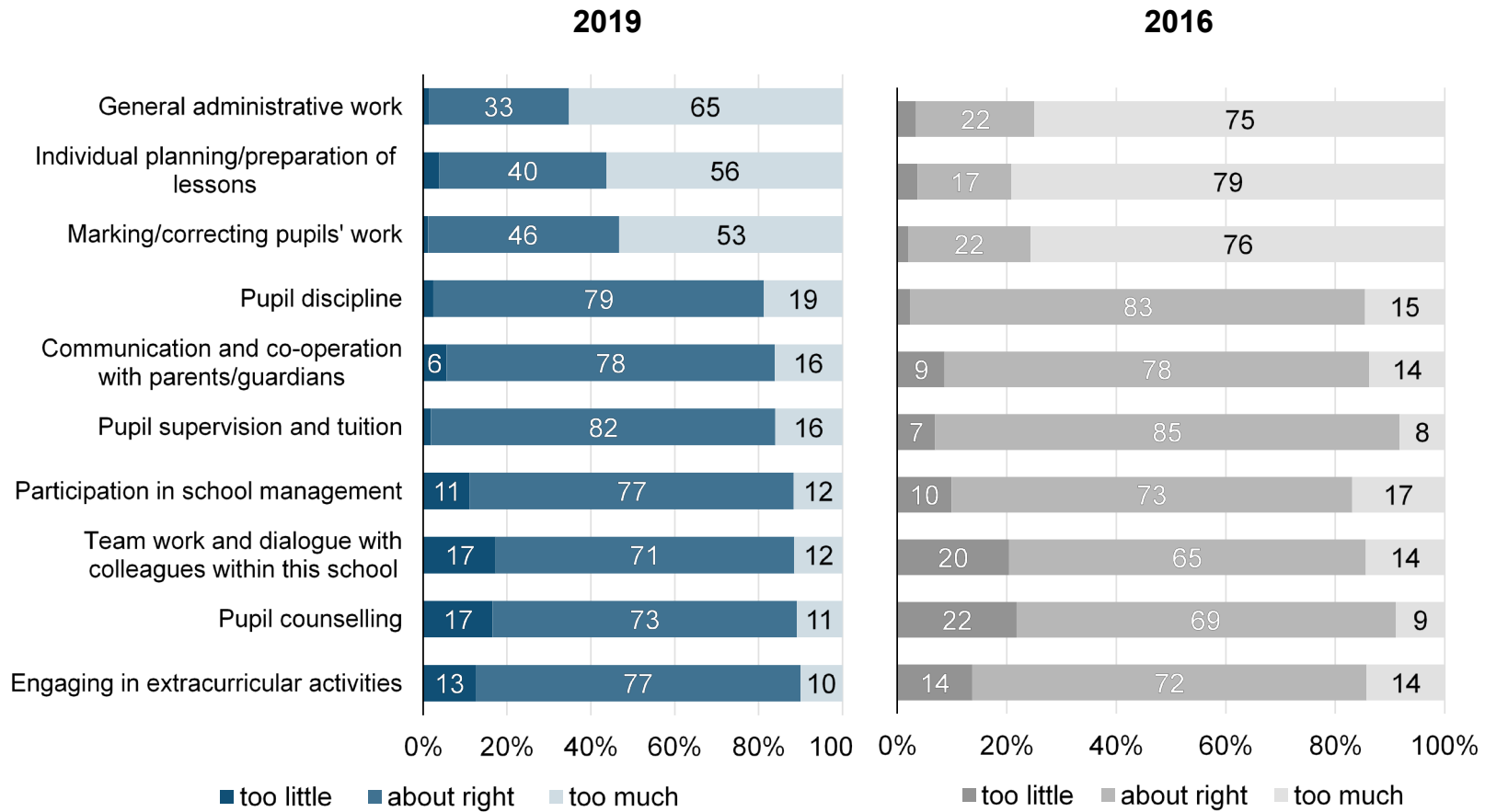
Q5. Across the whole school year, is the amount of time you spend on the activities outlined in the last question too little, too much or about right? (response for primary teachers and middle leaders).

Source: Teacher Workload Survey, 2016 and 2019

Primary

Generally, primary teachers and middle leaders felt they spent about the right amount of time on most of the listed activities. In particular, about seven or eight out of ten teachers and middle leaders said they spent about the right amount of time on 'pupil supervision and tuition', 'pupil discipline', 'communication and cooperation with parents', 'participation in school management', 'team work and dialogue with colleagues', 'engaging in extra-curricular activities' and 'pupil counselling'.

Most primary teachers and middle leaders reported spending 'too much' time on 'general administrative work' (65 per cent), 'individual planning/preparation of lessons' (56 per cent), and on 'marking/correcting pupils' work' (53 per cent). By contrast, notable minorities wanted to spend more time on 'team work and dialogue with colleagues within this school' (17 per cent) and on 'pupil counselling' (17 per cent).

Compared with the findings from 2016, primary teachers and middle leaders were generally more positive about the amount of time they spent on non-teaching tasks, with a reduction in the proportion reporting they spent 'too much' time on 'individual planning/preparation of lessons' and 'marking/correcting pupils' work' (both down 23 percentage points), and on 'general administrative work' (down ten percentage points). All of these findings were statistically significant.

Secondary

Figure 13 presents secondary teachers' and middle leaders' views on the time they spent on non-teaching tasks, using aggregate measures for 'too much' and 'too little'. Like their primary counterparts, most secondary teachers and middle leaders felt they spent about the right amount of time on most of the listed activities, although to a slightly lesser degree. In particular, about seven out of ten teachers and middle leaders said they spent about the right amount of time on 'pupil supervision and tuition' and 'participation in school management'. In addition, about six out of ten teachers and middle leaders said they spent about the right amount of time on 'pupil discipline', 'communication and cooperation with parents', 'pupil counselling' and 'engaging in extra-curricular activities'.

Most secondary teachers and middle leaders reported spending 'too much' time on 'general administrative work' (78 per cent) and on 'marking/correcting pupils' work' (61 per cent), with a notable minority also reporting they spent too much time on 'individual planning/preparation of lessons' (39 per cent). By contrast, notable minorities wanted to spend more time on 'team work and dialogue with colleagues within this school' (34 per cent), 'engaging in extra-curricular activities' (29 per cent) and 'pupil counselling' (26 per cent).

Figure 13: The perceptions of secondary teachers and middle leaders on the amount of time spent on non-teaching tasks

2019

	too little	about right	too much
General administrative work	20		78
Marking/correcting pupils' work	8	31	61
Individual planning/preparation of lessons	19	42	39
Pupil discipline		63	34
Pupil supervision and tuition		71	26
Communication and co-operation with parents/guardians	12	63	24
Participation in school management	15	71	14
Pupil counselling	26	62	12
Engaging in extracurricular activities	29	62	9
Team work and dialogue with colleagues within this school	34	56	9

2016

	too little	about right	too much
General administrative work	16		81
Marking/correcting pupils' work	16	27	56
Individual planning/preparation of lessons	6	21	73
Pupil discipline		63	33
Pupil supervision and tuition	18	62	20
Communication and co-operation with parents/guardians	10	69	21
Participation in school management	16	63	21
Pupil counselling	37	52	11
Engaging in extracurricular activities	26	63	11
Team work and dialogue with colleagues within this school	35	53	12

Q5. Across the whole school year, is the amount of time you spend on the activities outlined in the last question too little, too much or about right? (response for secondary teachers and middle leaders).

Source: Teacher Workload Survey, 2016 and 2019
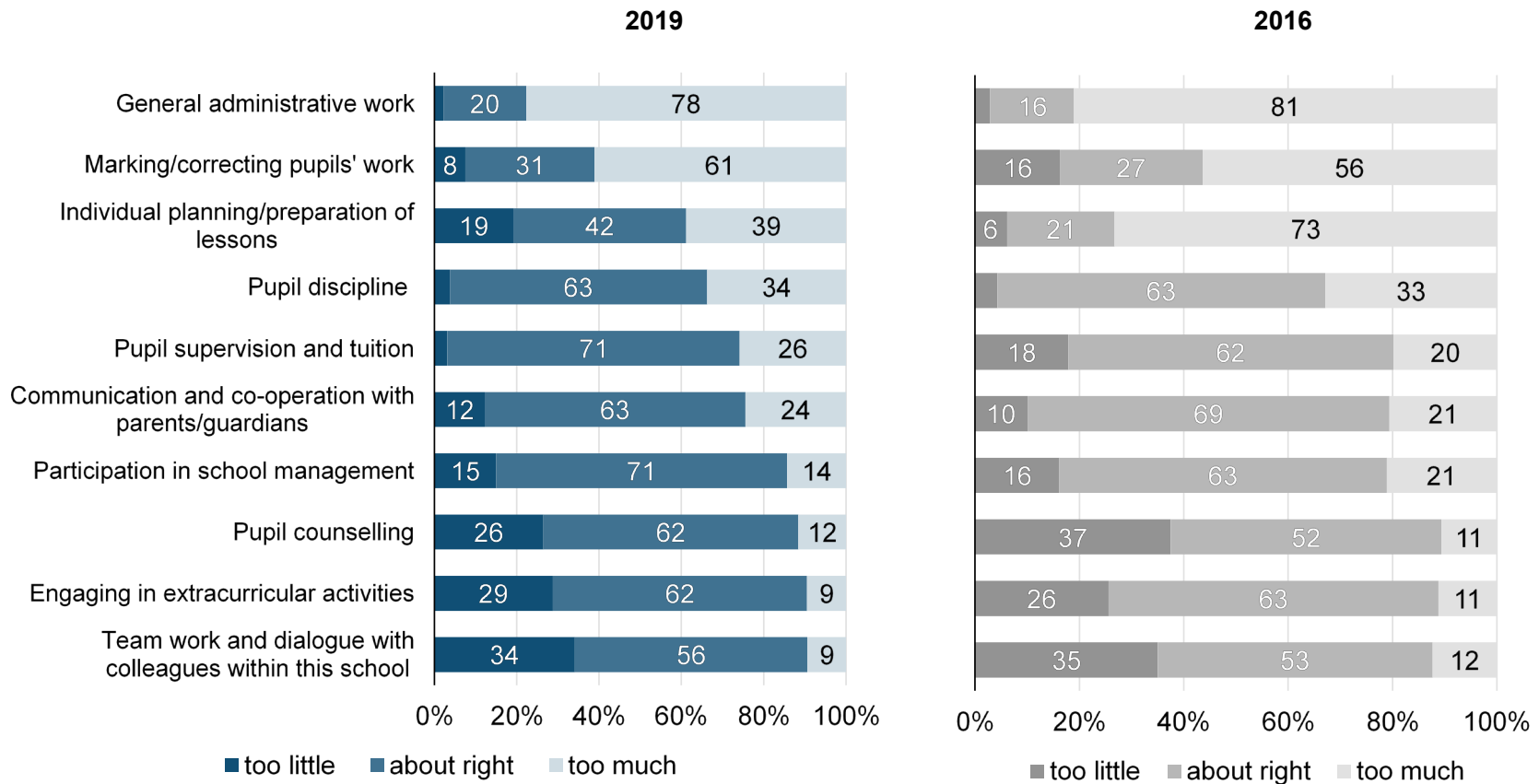
Compared with the findings from 2016, secondary teachers and middle leaders were generally more positive about the amount of time they spent on non-teaching tasks in 2019, with the proportion reporting they spent 'too much' time on 'individual planning/preparation of lessons' down 34 percentage points. This finding is statistically significant.

Differences in perceptions on the amount of time spent on non-teaching tasks by teacher and school characteristics

Further analysis[24] was undertaken to explore differences in perceptions by teacher and school characteristics[25]. In most cases, there was little variation in the responses given. However, there were notable differences of five percentage points or more in the following:

School type

- 'Marking/correcting pupils' work' - 30 per cent of teachers/middle leaders in primary academies reported spending 'too much' time on this, compared to 36 per cent of respondents in primary LA maintained schools.

- 'Pupil discipline including detentions' - 11 per cent of teachers/middle leaders in primary academies reported spending 'too much' time on this, compared to 17 per cent of respondents in primary LA maintained schools. 25 per cent of teachers/middle leaders in secondary academies reported spending 'too much' time on this, compared to 20 per cent of respondents in secondary LA maintained schools.

- 'Pupil counselling' - five per cent of teachers/middle leaders in primary academies reported spending 'too much' time on this, compared to 10 per cent of respondents in primary LA maintained schools.

[24] Differences in results between different types of schools, or other variables, may be driven by other factors (such as pupil characteristics and histories of these schools). For example, as a higher proportion of primary schools are LA maintained rather than academies, one explanation of the difference by school type is that it is a function of phase. For this reason two-way cross-tabulations of school type and phase are provided. All other cross-tabulations are one-way (they are based on a single categorical variable such as 'Ofsted category' or 'full-time/part-time status').

[25] The resulting data tables can be found in the accompanying technical report. Rather than report statistically significant differences, differences of 5 percentage points or more are highlighted to emphasise notable differences between sub-groups. Findings are compared using the full 5-point likert scale where relevant, to help draw out differences between subgroups. For this question, the scale was: 'Far too little'; 'Too little'; 'About right'; 'Too much'; and 'Far too much'. For any questions where more than one point on the scale showed differences of 5 percentage points or more (e.g. 'too much' and 'far too much'), findings were selected which most clearly emphasise any differences between groups.

- 'Engaging in extracurricular activities' - eight per cent of teachers/middle leaders in primary academies reported spending 'too little' time on this, compared to 13 per cent of respondents in primary LA maintained schools.

Ofsted category

- 'Marking/correcting pupil*s'* work' - 33 per cent of teachers/middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported spending 'far too much' time on this, compared to 23 per cent of respondents in 'Good' schools and 24 per cent in 'Outstanding' schools.

- 'General administrative work' - 36 per cent of teachers/middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported spending 'far too much' time on this, compared to 29 per cent of respondents in 'Good' schools and 32 per cent in 'Outstanding' schools.

- 'Individual planning or preparation' of 'lessons either at school or out-of-school' - 21 per cent of teachers/middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate schools' reported spending 'far too much' time on this, compared to 17 per cent of respondents in *Good* schools and 16 per cent in 'Outstanding' schools.

Full-time and part-time status

- 'Marking/correcting pupils work' - 26 per cent of full-time teachers/middle leaders reported spending 'far too much' time on this, compared to 21 per cent of part-time respondents.

Role

- 'General administrative work' - 27 per cent of teachers reported spending 'far too much' time on this, compared to 40 per cent of middle leaders.

- 'Individual planning or preparation of lessons either at school or out-of-school' - 19 per cent of teachers reported spending 'far too much' time on this, compared to 13 per cent of middle leaders.

- 'Engaging in extracurricular activities' - 15 per cent of teachers reported spending 'too little' time on this, compared to 21 per cent of middle leaders.

Experience

- 'General administrative work' - 26 per cent of teachers and middle leaders with less than six years' experience reported spending 'far too much' time on this, compared to 35 per cent of teachers and middle leaders with six to ten years of

experience, and 32 per cent of teachers and middle leaders with eleven or more years of experience.

4.2 Perceptions of teachers and middle leaders towards specific management and administrative activities

Further questions on important activities known to impact on teacher workload are explored below.

Support and management

Primary

Figure 14 shows that most primary teachers and middle leaders said they spent about the right amount of time on selected activities to do with support and management. However, about half (52 per cent) reported spending 'too much' time on 'organising resources and premises, setting up displays, setting up/tidying classrooms', while a third (33 per cent) reported spending too much time on 'staff meetings'.

Compared with the findings from 2016, primary teachers and middle leaders were generally more positive about the amount of time they spent on support and management activities. For example, there have been statistically significant reductions in the proportion reporting they spend 'too much' time on 'organising resources and premises, setting up displays, setting up/tidying classrooms' (down 13 percentage points).

Figure 14: The perceptions of primary teachers and middle leaders on the amount of time spent on support and management activities

2019

2016

Q8.Across the whole school year, is the amount of time you spend on the support and management activities outlined in the last questions too little, too much or about right? (response for primary teachers and middle leaders).

Source: Teacher Workload Survey, 2016 and 2019
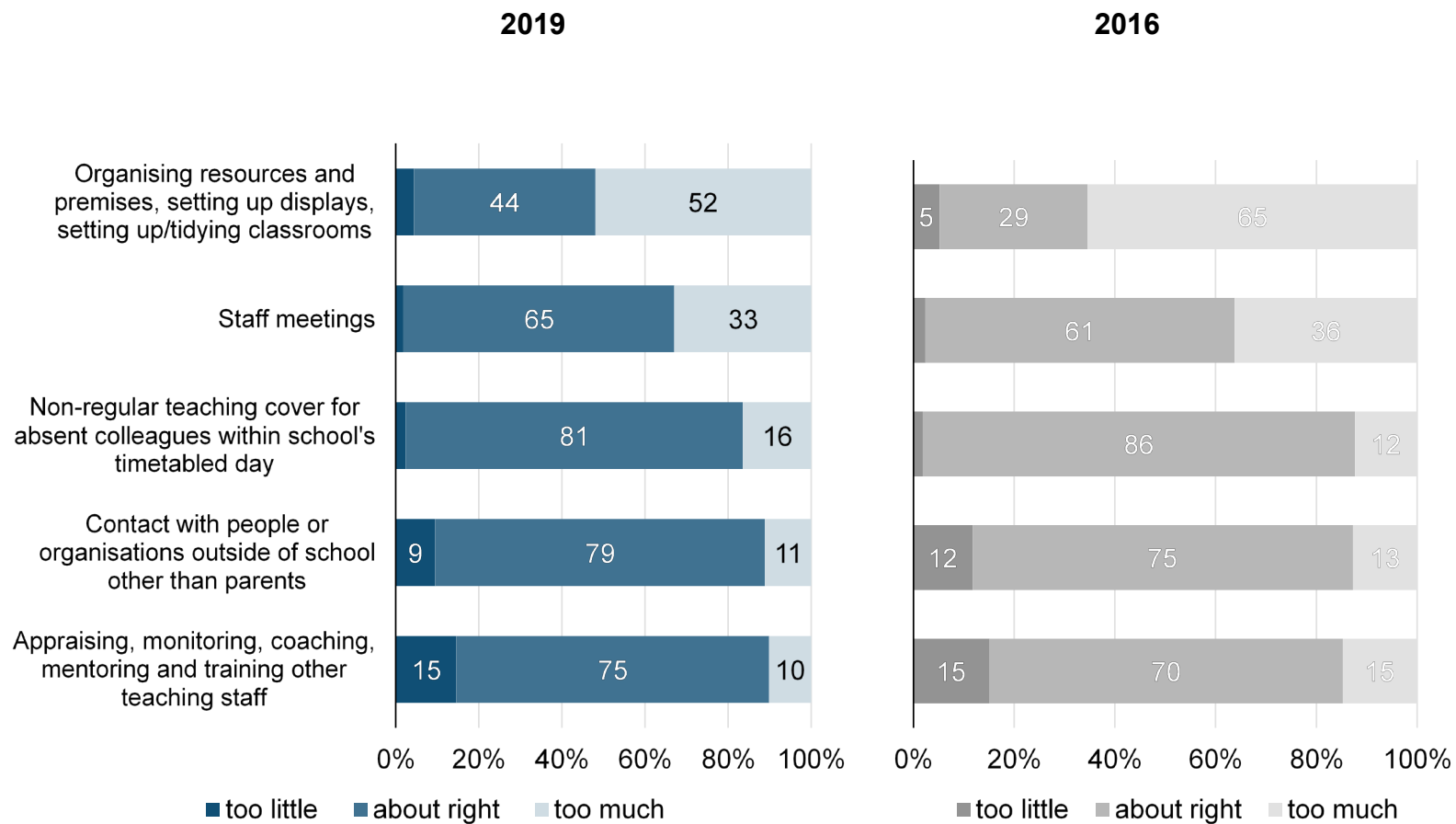
Secondary

Figure 15 shows that most secondary teachers and middle leaders also reported spending about the right amount of time on activities to do with support and management. However, notable minorities reported spending 'too much' time on 'organising resources and premises, setting up displays, setting up/tidying classrooms' (41 per cent), 'staff meetings' (41 per cent) and 'non-regular teaching cover for absent colleagues within school's timetabled day' (34 per cent).

Again, compared with the findings from 2016, secondary teachers and middle leaders were generally more positive about the amount of time they spent on these activities, albeit to a lesser extent than primary teachers. For example, there have been reductions in the proportion reporting they spend 'too much' time on 'organising resources and premises, setting up displays, setting up/tidying classrooms' (down eight percentage points). However, there has been an increase in the proportion that reported spending 'too much' time on 'non-regular teaching cover for absent colleagues within school's timetabled day' (up six percentage points). These findings are statistically significant.

Figure 15: The perceptions of secondary teachers and middle leaders on the amount of time spent on support and management activities
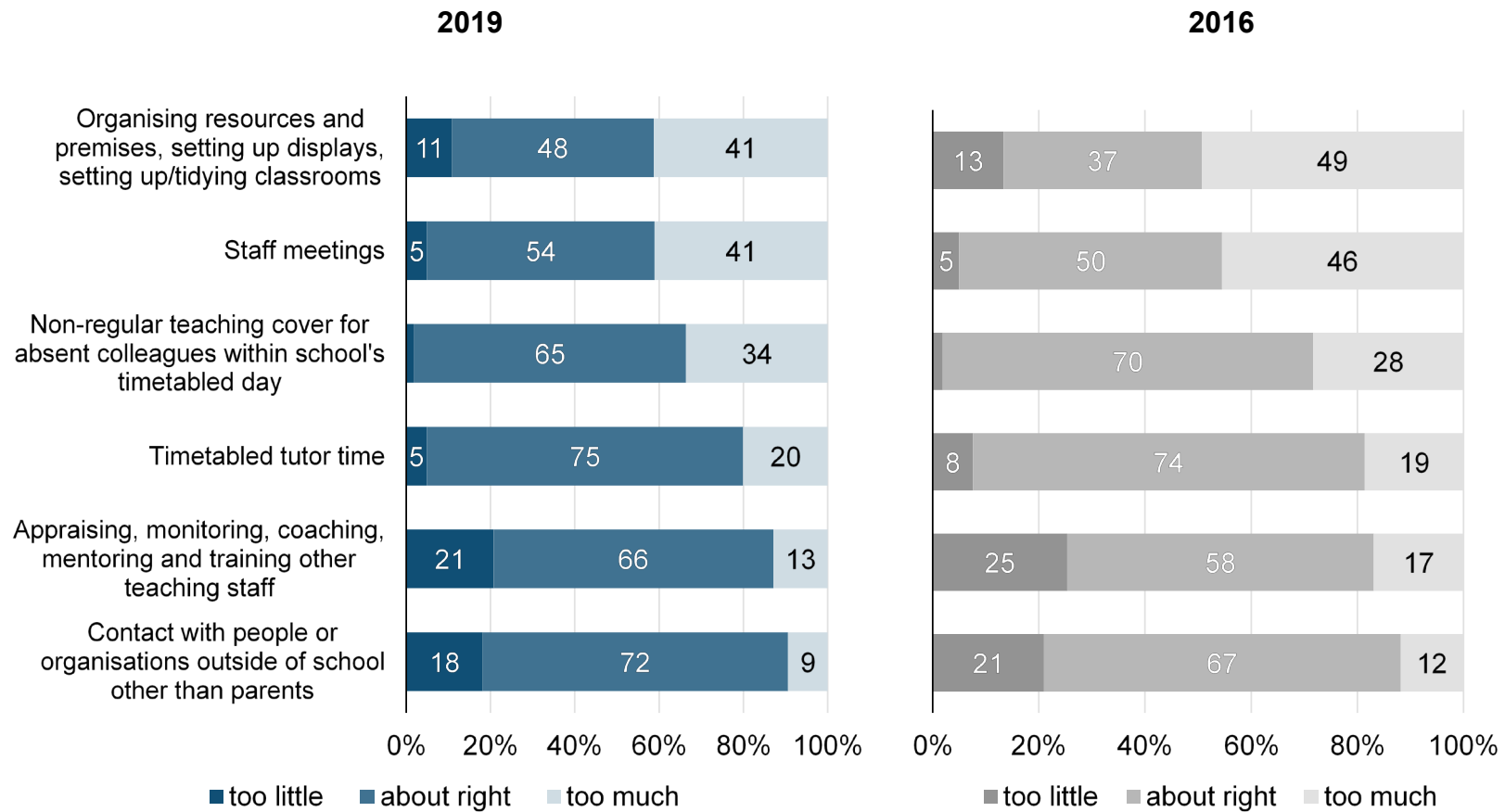
Q8. Across the whole school year, is the amount of time you spend on the support and management activities outlined in the last questions too little, too much or about right? (Response for secondary teachers and middle leaders).

Administration

Primary

Figure 16 shows that primary teachers and middle leaders had mixed views on the amount of time spent on activities to do with administration. For example, about half reported spending 'too much' time on 'recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes' (53 per cent), and on 'planning, administering and reporting on pupil assessments' (also 53 per cent). By contrast, about four out of ten primary teachers and middle leaders reported spending about the right amount of time on the same activities (43 and 45 per cent respectively). The vast majority of primary teachers and middle leaders (80 per cent) reported that they spent about the right amount of time on 'school policy development and financial planning.

Despite these mixed views, primary teachers and middle leaders are now considerably more positive about the amount of time they are spending on these activities compared with the findings from 2016. For example, there have been reductions in the proportion reporting they spend 'too much' time 'recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes' (down 20 percentage points), on 'planning, administering and reporting on pupil assessments' (down 19 percentage points), and on 'school policy development and financial planning (down seven percentage points).These findings are all statistically significant.

Figure 16: The perceptions of primary teachers and middle leaders on the amount of time spent on administrative activities

Q9. Across the whole school year, is the amount of time you spend on the administrative activities outlined in the last questions too little, too much or about right? (response for primary teachers and middle leaders)

Source: Teacher Workload Survey, 2016 and 2019

Secondary

Figure 17 shows that secondary teachers and middle leaders also had mixed views on the amount of time they spent on activities to do with administration. For example, about six out of ten reported spending 'too much' time on 'recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes' (62 per cent), and on 'planning, administering and reporting on pupil assessments' (61 per cent). By contrast, about three out of ten secondary teachers and middle leaders reported spending about the right amount of time on the same activities (34 and 35 per cent respectively). Like primary teachers and middle leaders, most secondary teachers and middle leaders (70 per cent) reported that they spent about the right amount of time on 'school policy development and financial planning.

Comparisons with the findings from 2016 suggest that while many secondary teachers and middle leaders still feel they are spending too much time on these activities, they are more positive. For example, there have been statistically significant reductions in the proportion reporting they spend 'too much' time 'recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes' (down 13 percentage points) and on 'planning, administering and reporting on pupil assessments' (down ten percentage points).

Figure 17: The perceptions of secondary teachers and middle leaders on the amount of time spent on administrative activities

2019

Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes	34	62
Planning, administering and reporting on pupil assessments	35	61
School policy development and financial planning	18	70	12

0%   20%   40%   60%   80%   100%

■ too little   ■ about right   ■ too much

2016

21	75
25	71
17	66	17

0%   20%   40%   60%   80%   100%

■ too little   ■ about right   ■ too much

Q9. Across the whole school year, is the amount of time you spend on the administrative activities outlined in the last questions too little, too much or about right? (response for secondary teachers and middle leaders)
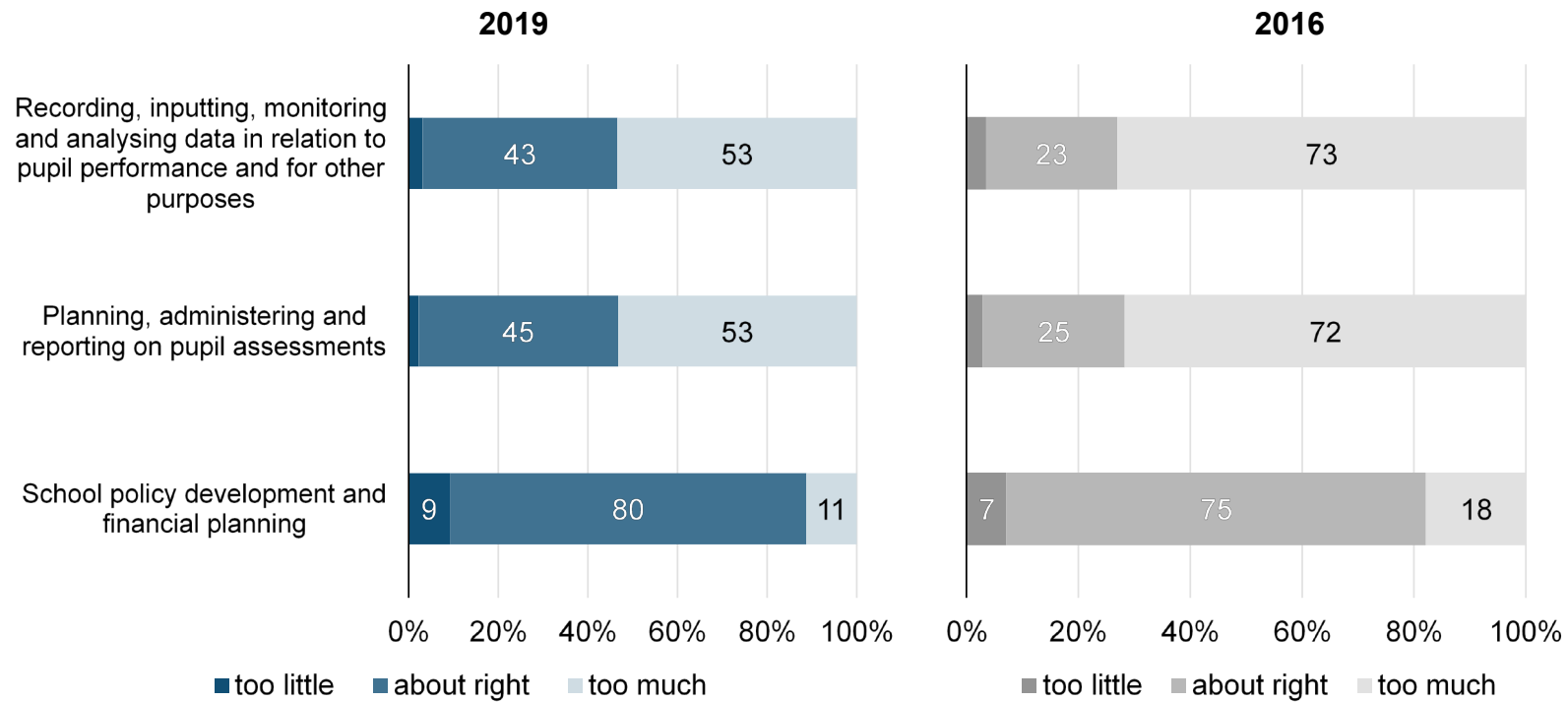
Source: Teacher Workload Survey, 2016 and 2019
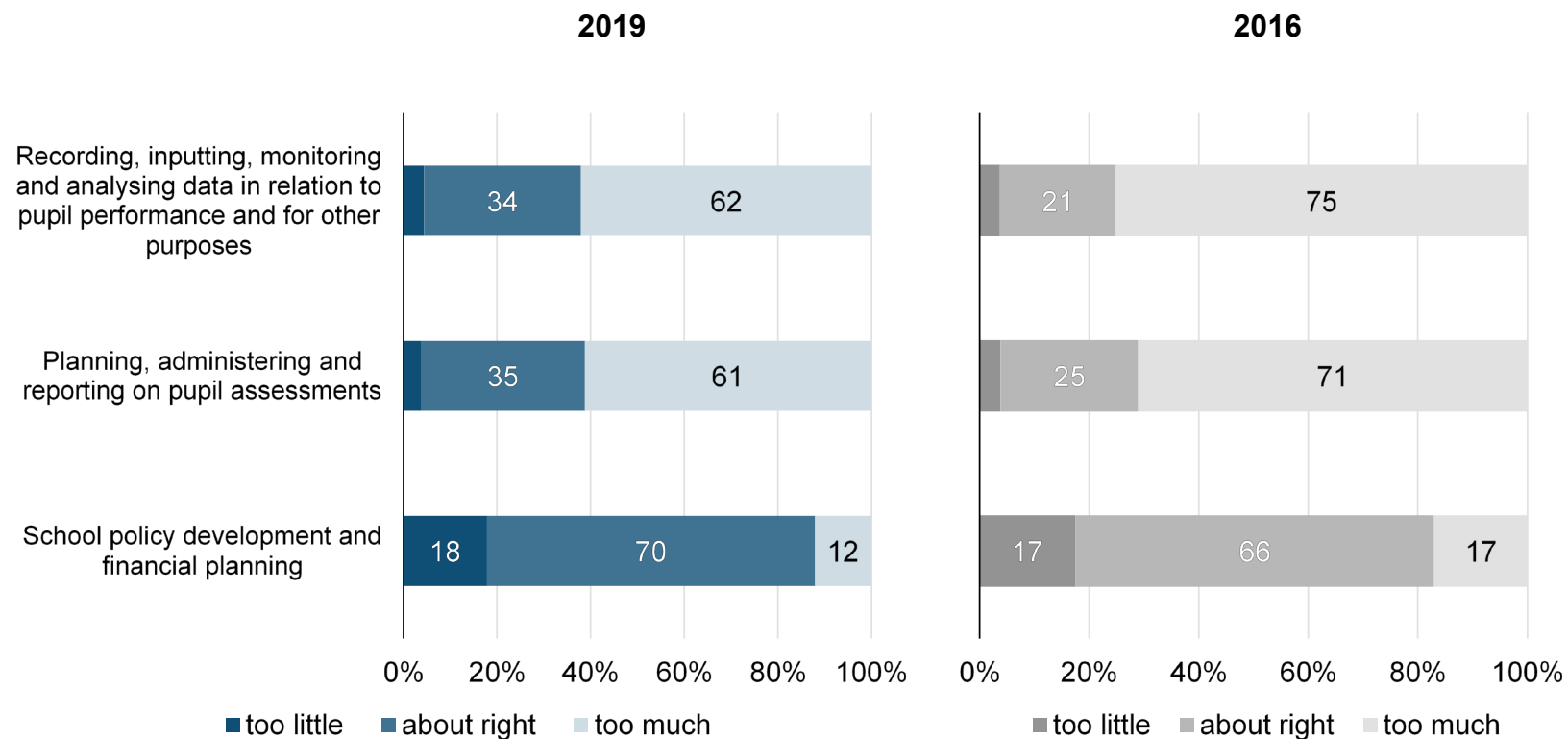
Differences in perceptions by teacher and school characteristics

As with Section 4.1, further analysis was undertaken to explore differences in perceptions by teacher and school characteristics[26]. In most cases, there was little variation in the responses given. However, there were notable differences of five percentage points or more in the following:

School type

- 'Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes day' - 35 per cent of teachers/middle leaders in primary academies reported spending 'too much' time on this, compared to 41 per cent of respondents in primary LA maintained schools.

Ofsted category

- 'School policy development and financial planning' - 16 per cent of teachers/middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported spending 'too little' time on this, compared to 11 per cent of respondents in 'Good' schools and 10 per cent in 'Outstanding' schools.

Role

- 'Appraising, monitoring, coaching, mentoring and training other teaching staff' - 13 per cent of teachers reported spending 'too little' time on this, compared to 20 per cent of middle leaders.

- 'Organising resources and premises, setting up displays, setting up/tidying classrooms' - 37 per cent of teachers reported spending 'too much' time on this, compared to 31 per cent of middle leaders.

- 'Non-regular teaching cover for absent colleagues within school's timetabled day' - 18 per cent of teachers reported spending 'far too much' time on this, compared to 23 per cent of middle leaders.

Experience

- 'Appraising, monitoring, coaching, mentoring and training other teaching staff' - 12 per cent of teachers/middle leaders with less than six years' experience reported spending 'too little' time on this, compared to 18 per cent of teachers/middle leaders with six to ten years of experience, and 15 per cent of teachers/middle leaders with eleven or more years of experience.

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[26] The resulting data tables can be found in the accompanying technical report.

- 'Non-regular teaching cover for absent colleagues within school's timetabled day' - 17 per cent of teachers/middle leaders with less than six years' experience reported spending 'too much' time on this, compared to 22 per cent of teachers/middle leaders with six to ten years of experience, and 19 per cent of teachers/middle leaders with eleven or more years of experience.

- 'Planning, administering and reporting pupil assessments' - 37 per cent of teachers/middle leaders with less than six years' experience reported spending 'too much' time on this, compared to 43 per cent of teachers/middle leaders with six to ten years of experience, and 42 per cent of teachers/middle leaders with eleven or more years of experience.

4.3 Relating perceptions of individual activities to working hours

Teachers' and middle leaders' perceptions of the hours they spend throughout the year on different activities generally reflected the hours they recorded undertaking them during the reference week. For example, respondents who reported spending 'far too much' time (i.e. the extreme point of the scale) on individual planning or preparation across the academic year stated they had undertaken an average of 11.0 hours on this activity in the reference week (the same as reported in 2016). In comparison, those stating the amount of time taken was 'about right' across the year spent 6.1 hours doing this in the reference week (down from 7.2 hours in 2016). An exception to this pattern was those who reported spending 'far too little' time on general administrative work, with an average of 7.5 hours in the reference week.

As seen in the tables below, this pattern was evident across most non-teaching activities, as well as the specific support and management, and administrative activities covered in the survey. Across activities, the biggest differences in the number of hours undertaken in the reference week when they perceive this as 'far too much' compared to 'about right' were:

- Individual planning or preparation: 11.0 hours compared to 6.1 hours (a difference of 4.9 hours).

- Marking/correcting of pupils' work: 8.8 hours compared to 4.1 hours (a difference of 4.7 hours).

- General administrative work: 6.1 hours and 3.1 hours (a difference of 3.0 hours)

- Participation in school-management: 4.0 hours compared to 1.4 hours (a difference of 2.6 hours)

- Organising resources and premises: 4.9 hours compared to 2.3 hours (a difference of 2.6 hours).

The data therefore suggest some level of relationship between hours spent on activities and how they are perceived. However, as reported in 2016, it would be incorrect to infer causality i.e. more hours in the reference week is the reason why teachers say they usually spend far too much time on that task. Cross analysis of this type does not take into account any other factors that may also be affecting how teachers respond to these questions (as would be the case with multiple regression analysis). Furthermore, it is possible responses were affected by some biases. For example, the fact that teachers have just spent the last week spending a lot of time on a specific activity may affect their perceptions (so called recency bias[27]).

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[27] See for example Jones and Goethals (1987)

Table 12: The relationship between working hours in the reference week and perceptions of the amount of time spent completing non-teaching activities throughout the year

Non-teaching activities	Far too little (mean hours)	Too little (mean hours)	About right (mean hours	Too much (mean hours)	Far too much (mean hours)	Base
Individual planning or preparation of lessons either at school or out-of-school	5.0	5.4	6.1	8.4	11.0	6,533
Team work and dialogue with colleagues within this school	2.2	2.5	3.0	3.5	3.9	6,549
Marking/correcting of pupils work	3.3	4.3	4.1	6.6	8.8	6,464
Pupil counselling	1.4	0.6	0.7	2.0	1.9	5,180
Pupil supervision and tuition	0.9	2.0	1.8	2.8	3.8	5,943
Pupil discipline including detentions	0.3	1.0	0.8	1.6	2.3	5,884
Participation in school management	0.7	1.2	1.4	2.6	4.0	4,605
General administrative work	7.5	4.3	3.1	4.1	6.1	6,538
Communication and co-operation with parents or guardians	1.1	1.4	1.4	2.1	2.8	6,440
Engaging in extracurricular activities	0.4	0.7	1.3	3.2	4.3	5,415
Other activities	0.5	1.1	1.1	3.0	5.1	4,010

Not applicable responses are excluded.

Source: Teacher Workload Survey, 2019

Table 13: The relationship between working hours in the reference week and perceptions of the amount of time spent completing support and management activities

Support and management activities	Far too little (mean hours)	Too little (mean hours)	About right (mean hours	Too much (mean hours)	Far too much (mean hours)	Base
Non-regular teaching cover for absent colleagues within school's timetabled day	0.1	1.0	0.4	1.2	2.2	5,098
Appraising, monitoring, coaching, mentoring and training other teaching staff	0.6	1.0	1.3	2.4	3.7	5,265
Contact with people or organisations outside of school other than parents	0.6	0.8	0.8	1.8	2.8	5,477
Organising resources and premises, setting up displays, setting up/tidying classrooms	1.6	2.1	2.3	3.6	4.9	6,436
Timetabled tutor time	1.1	1.4	1.9	2.5	2.5	4,313
Staff meetings	0.8	1.3	1.6	2.0	2.3	6,504

Not applicable responses are excluded.

Source: Teacher Workload Survey, 2019

Table 14: The relationship between working hours in the reference week and perceptions of the amount of time spent completing administrative activities

Administrative activities	Far too little (mean hours)	Too little (mean hours)	About right (mean hours	Too much (mean hours)	Far too much (mean hours)	Base (n)
School policy development and financial planning	0.2	0.4	0.4	1.1	1.3	3,947
Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes	0.9	1.8	1.4	2.1	3.0	6,464
Planning, administering and reporting on pupil assessments	0.9	1.4	1.8	2.8	4.0	6,468

Not applicable responses are excluded.

Source: Teacher Workload Survey, 2019

4.4 Perceptions of senior leaders

Senior leaders[28] were asked about a different series of activities than teachers and middle leaders, as listed in Figures 18 to 21.

Primary

Half or more of primary senior leaders said they spent about the right amount of time on all of the activities listed (Figure 19). However, notable minorities reported spending 'too much' time on: 'administration within the school' (42 per cent); 'data analysis' (32 per cent); 'administration and management with external bodies' (29 per cent); and 'teaching and related tasks' (29 per cent). Conversely, notable minorities reported spending 'too little' time on: 'student interactions' (37 per cent); 'curriculum planning' (34 per cent); and 'leadership and management within the school' (31 per cent).

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[28] Deputy and Assistant Headteachers, Headteachers, Heads of School and Acting Headteachers, and Executive Leaders/Headteachers and MAT CEOs

Compared with the findings from 2016, primary senior leaders were generally more positive about the amount of time they were spending on activities associated with their roles. For example, there have been statistically significant reductions in the proportion reporting they spend 'too much' time on 'administration within the school' (down 27 percentage points) and 'administration and management with external bodies' (down 19 percentage points). [29]

[29] All activities saw a statistically significant change except recruitment and teaching and other related tasks. These are just examples of the largest changes between TWS 2016 and TWS 2019.

Figure 18: Perceptions of the amount of time primary senior leaders spent on leadership tasks
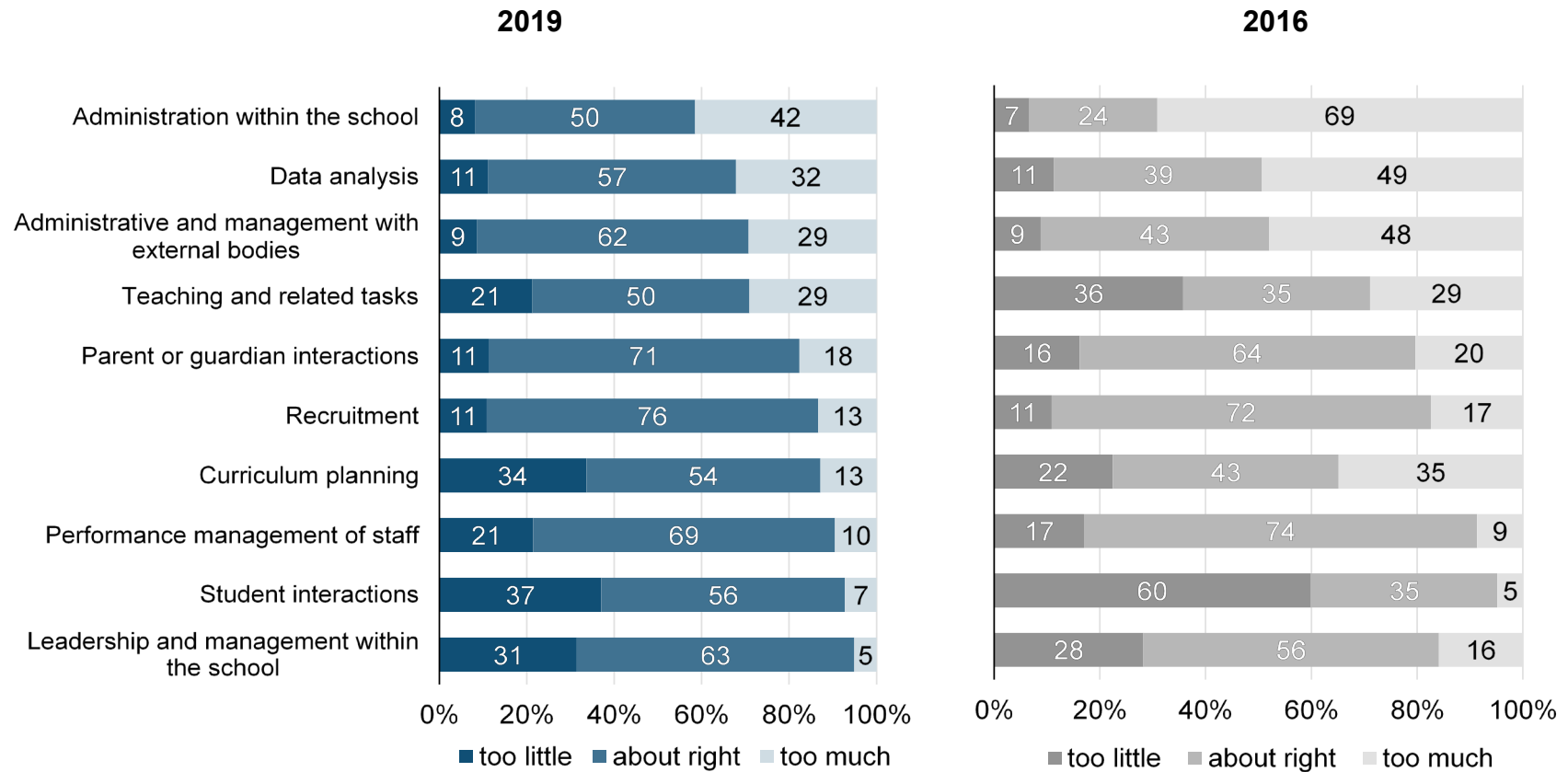
Q12 - Across the whole school year, is the amount of time you spend on the activities outlined in the last question too little, too much or about right? (response for primary leaders).

Source: Teacher Workload Survey, 2016 and 2019

Secondary

Half or more of secondary senior leaders said they spent about the right amount of time on all but one of the activities listed (Figure 19). The exception being 'administration within the school', which 47 per cent reported spending about the right amount of time on, while half (50 per cent) reported spending 'too much' time on this activity. In addition, about a third of respondents reported spending 'too much' time on 'administration and management with external bodies' (34 per cent), while about two out of ten secondary senior leaders reported spending 'too much' time on: 'teaching and related tasks' (25 per cent); 'data analysis' (23 per cent); and 'recruitment' (22 per cent). Conversely, notable minorities reported spending 'too little' time on: 'curriculum planning' (37 per cent); 'student interactions' (33 per cent); and 'leadership and management within the school' (27 per cent).

Compared with the findings from 2016, secondary senior leaders, like their primary counterparts, were generally more positive about the amount of time they were spending on activities associated with their roles, albeit to a lesser extent. For example, there have been statistically significant reductions in the proportion reporting they spend 'too much' time on 'administration within the school' (down eight percentage points). Likewise the proportion reporting they spend 'too much' time on 'administration and management with external bodies' was down seven percentage points.

Figure 19: Perceptions of the amount of time secondary senior leaders spent on leadership tasks
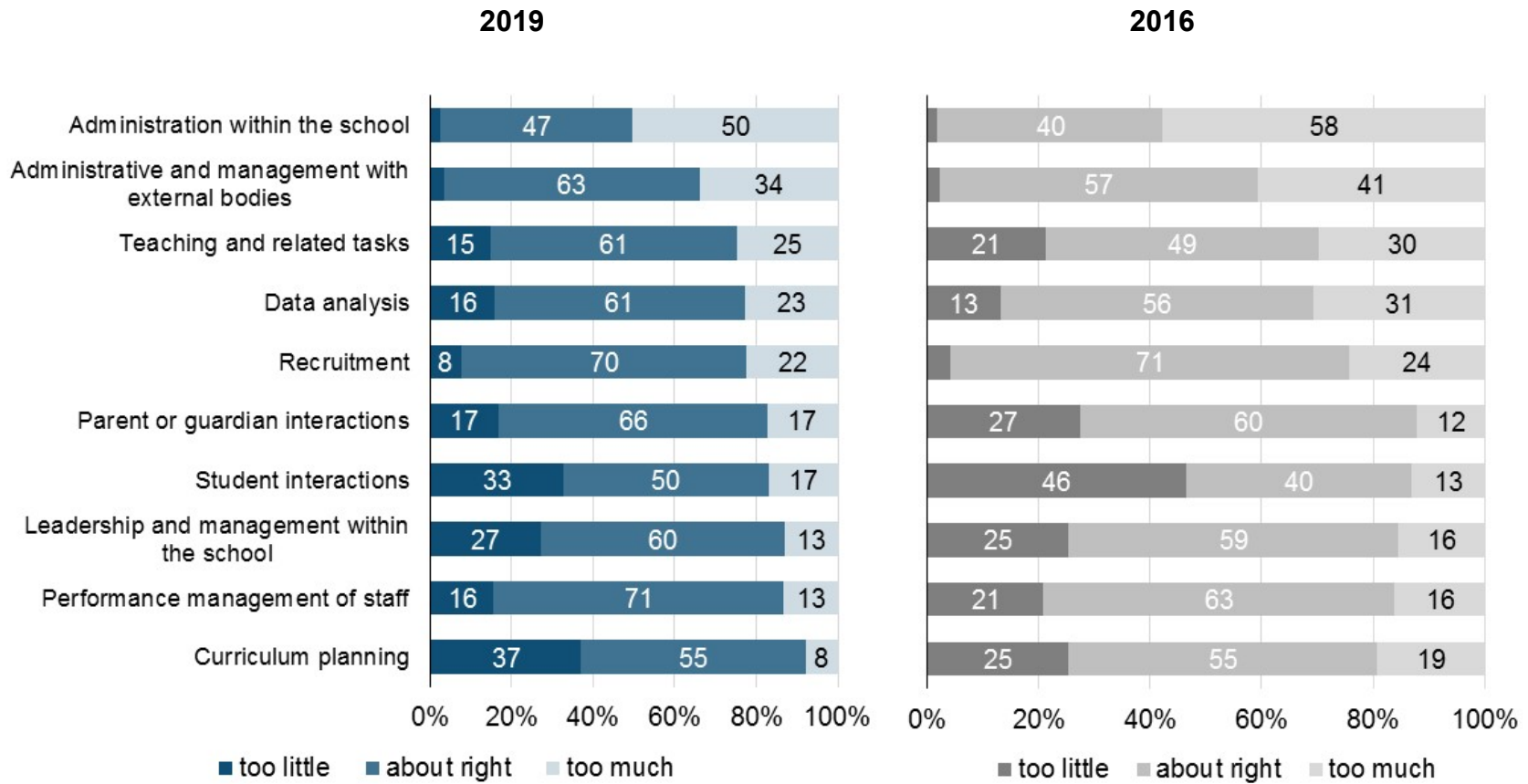
Q12 - Across the whole school year, is the amount of time you spend on the activities outlined in the last question too little, too much or about right? (response for secondary leaders).

Source: Teacher Workload Survey, 2016 and 2019

Differences in perceptions on the amount of time spent on leadership tasks by senior leader and school characteristics

Further analysis was undertaken to explore differences in perceptions by senior leader and school characteristics[30]. In most cases, there was little variation in the responses given. However, there were notable differences of five percentage points or more in the following:

School type

- 'Leadership and management within the school' - 17 per cent of senior leaders in primary academies reported spending 'too little' time on this, compared to 31 per cent of respondents in primary LA maintained schools.

- 'Data analysis' - 19 per cent of senior leaders in primary academies reported spending 'too much' time on this, compared to 29 per cent of respondents in primary LA maintained schools.

- 'Administration within the school' - two per cent of senior leaders in primary academies reported spending 'too little' time on this, compared to 10 per cent of respondents in primary LA maintained schools. 42 per cent of senior leaders in secondary academies reported spending 'too much' time on this, compared to 30 per cent of respondents in secondary LA maintained schools.

- 'Performance management of staff' - nine per cent of senior leaders in primary academies reported spending 'too little' time on this, compared to 23 per cent of respondents in primary LA maintained schools. 13 per cent of senior leaders in secondary academies reported spending 'too much' time on this, compared to 8 per cent of respondents in secondary LA maintained schools.

- 'Teaching and related tasks' - 14 per cent of senior leaders in primary academies reported spending 'too little' time on this, compared to 22 per cent of respondents in primary LA maintained schools.

- 'Curriculum planning' - six per cent of senior leaders in primary academies reported spending 'too much' time on this, compared to 11 per cent of respondents in primary LA maintained schools. 33 per cent of senior leaders in secondary academies reported spending 'too little' time on this, compared to 40 per cent of respondents in secondary LA maintained schools.

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[30] The resulting data tables can be found in the accompanying technical report.

- 'Parent or guardian interactions' - 19 per cent of senior leaders in secondary academies reported spending 'too little' time on this, compared to 10 per cent of respondents in secondary LA maintained schools.

- 'Recruitment' - three per cent of senior leaders in primary academies reported spending 'too much' time on this, compared to 10 per cent of respondents in primary LA maintained schools. 14 per cent of senior leaders in secondary academies reported spending 'too much' time on this, compared to 22 per cent of respondents in secondary LA maintained schools.

Ofsted category

- 'Administration within the school' - 42 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported spending 'too much' time on this, compared to 39 per cent of respondents in 'Good' schools and 34 per cent in 'Outstanding' schools.

- 'Data analysis' - 34 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported spending 'too much' time on this, compared to 22 per cent of respondents in 'Good' schools and 19 per cent in 'Outstanding' schools.

- 'Curriculum planning' - 21 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported spending 'too little' time on this, compared to 38 per cent of respondents in 'Good' schools and 39 per cent in 'Outstanding' schools.

Full-time or part-time status

- 'Leadership and management within the school' - 29 per cent of full-time senior leaders reported spending 'too little' time on this, compared to 15 per cent of part-time senior leaders.

- 'Performance management of staff' - 18 per cent of full-time senior leaders reported spending 'too little' time on this, compared to nine per cent of part-time senior leaders.

- 'Curriculum planning' - 36 per cent of full-time senior leaders reported spending 'too little' time on this, compared to 15 per cent of part-time senior leaders.

- 'Data analysis' - 24 per cent of full-time senior leaders reported spending 'too much' time on this, compared to 17 per cent of part-time senior leaders.

- 'Administration within the school' - eight per cent of full-time senior leaders reported spending 'far too much' time on this, compared to two per cent of part-time senior leaders.

Strategies for managing time

To understand how schools manage their time, senior leaders were asked if their school had any of the following strategies in place for managing and planning professional time (see Figure 20 below)[31]. Senior leaders were also given the opportunity to provide 'other' strategies in place for managing and planning professional time in their school. A variety of different strategies were cited, the most numerous of which focused on providing additional non-contact time for CPD and for management responsibilities, and promoting staff well-being.

Figure 20: Strategies used by primary senior leaders to manage and plan professional time, in 2019
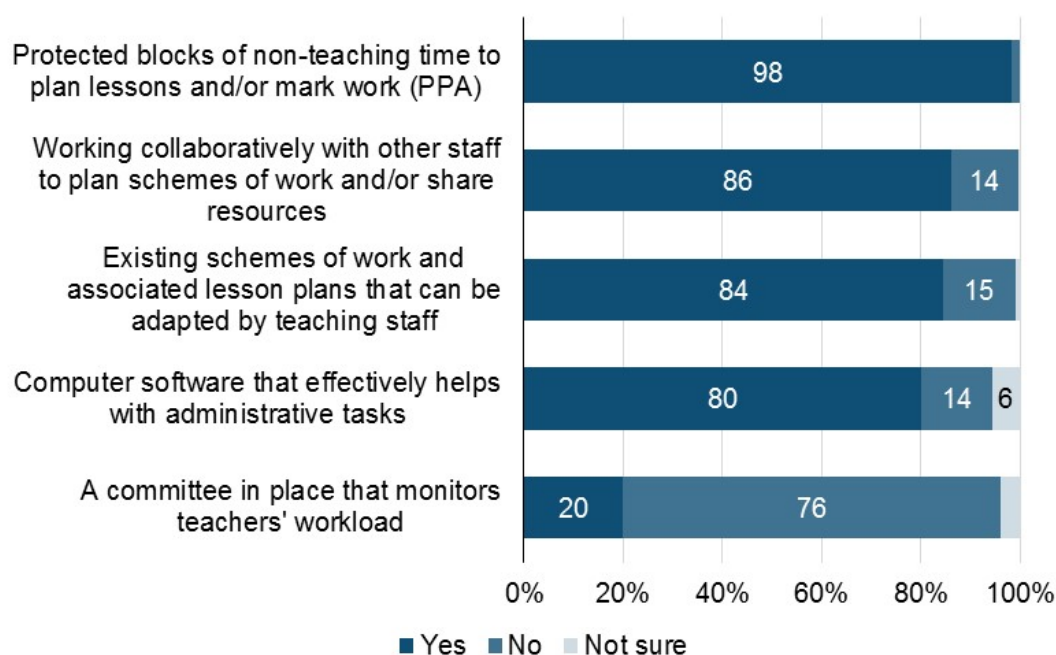
Q13 - Does [name of school] have any of the following strategies in place for managing and planning professional time? (Response for primary senior leaders).

Source: Teacher Workload Survey, 2019

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[31] Comparisons with 2016 results have not been made for this one question, due to differences in the routing approach; direct comparisons are therefore not possible.

Primary

Primary senior leaders in nearly all schools reported protecting blocks of non-teaching time to plan lessons and/or mark work[32] (98 per cent). 'Working collaboratively with other staff to plan schemes of work and/or share resources' (86 per cent) was another popular strategy used, as was using 'existing schemes of work and associated lesson plans that can be adapted by teaching staff' (84 per cent) and 'computer software that effectively helps with administrative tasks' (80 per cent). Respondents were least likely to report having 'a committee in place that monitors teachers' workloads' (20 per cent).

Secondary

The picture was very similar in secondary schools, with most secondary senior leaders reporting they used all but one of the strategies listed to help manage and plan teachers' professional time. The one exception was having 'a committee in place that monitors teachers' workloads', which 26 per cent of secondary senior leaders reported having.

Figure 21: Strategies used by secondary senior leaders to manage and plan professional time, in 2019
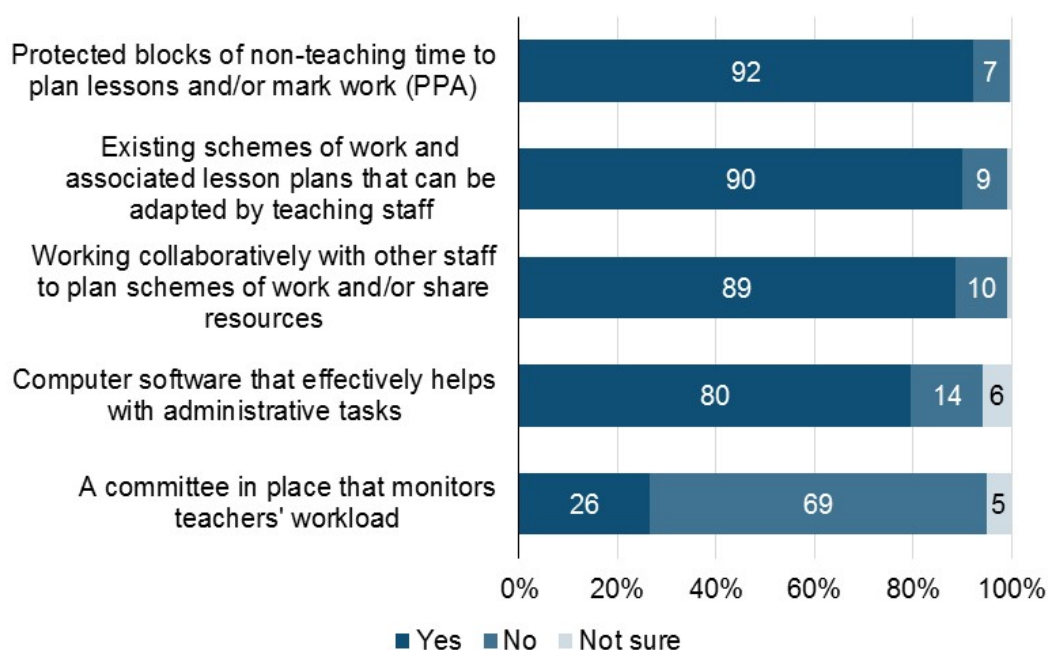
Q13 - Does [name of school] have any of the following strategies in place for managing and planning professional time? (Response for secondary senior leaders).

Source: Teacher Workload Survey, 2019

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[32] Note that for LA maintained schools, PPA time is a mandatory requirement of the School Teachers Pay and Conditions Document (DfE, 2018) (see 52.5)

Differences in the strategies used by senior leaders to manage and plan professional time by senior leader and school characteristics

Further analysis was undertaken to explore differences in the strategies used by senior leaders to manage and plan professional time by senior leader and school characteristics[33]. In most cases, there was little variation in the responses given. However, there were notable differences of five percentage points or more in the following:

School type

- 'Protected blocks of non-teaching time to plan lessons and/or mark work (PPA)' - 90 per cent of senior leaders in secondary academies reported they had this strategy in place, compared to 97 per cent of respondents in secondary LA maintained schools.

- 'Working collaboratively with other staff to plan schemes of work and/or share resources' - 90 per cent of senior leaders in primary academies reported they had this strategy in place, compared to 84 per cent of respondents in primary LA maintained schools.

- 'Existing schemes of work and associated lesson plans that can be adapted by teaching staff' - 77 per cent of senior leaders in primary academies reported they had this strategy in place, compared to 87 per cent of respondents in primary LA maintained schools.

- 'Computer software that effectively helps with administrative tasks' - 77 per cent of senior leaders in secondary academies reported they had this strategy in place, compared to 87 per cent of respondents in secondary LA maintained schools.

- 'A committee in place that monitors teachers' workloads' - 28 per cent of senior leaders in secondary academies reported having this strategy in place, compared to 23 per cent of respondents in secondary LA maintained schools.

Ofsted category

- 'Computer software that effectively helps with administrative tasks' - 71 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported having this strategy in place, compared to 82 per cent of respondents in 'Good' schools and 81 per cent in 'Outstanding' schools.

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[33] The resulting data tables can be found in the accompanying technical report.

5 Perceptions of working environment

This chapter explores the overall views of teachers, middle leaders and senior leaders on the extent to which their working environments help to make their workloads more manageable. Where it is relevant to do so, comparisons are made between sub-groups of teachers and schools, and to the findings from the TWS 2016.

5.1 Perceptions of workload as an issue

All of those taking part in the survey were asked to state to what extent, if at all, they considered teacher workload to be a serious problem in their school. The findings are shown in Figure 22 below. About two out of ten primary respondents (21 per cent) and four out of ten secondary respondents (37 per cent) reported that workload was 'a very serious problem'. In addition, about half reported that teacher workload was 'a fairly serious problem' (52 per cent of primary respondents and 50 per cent of secondary respondents.

Compared with the findings from 2016, many respondents now appear to view workload as a 'fairly' rather than a 'very' serious problem, with the proportion reporting that 'workload is a very serious problem' dropping by 28 percentage points for primary teachers and 19 percentage points for secondary teachers[34]. Nevertheless, it is clear that in 2019, workload remains a serious problem for the majority of primary and secondary teachers, middle leaders and senior leaders.

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[34] In 2016, 49 per cent of primary respondents reported that workload was a 'very' serious problem and 42 per cent a 'fairly' serious problem. The equivalent figures for secondary respondents were 56 per cent and 39 per cent respectively.

Figure 22: Proportion of all teachers viewing workload as a problem

2019

Don't know	6% / 4%
Workload is not a serious problem at all/ Workload is not a very serious problem	21% / 10%
Workload is a fairly serious problem	52% / 50%
Workload is a very serious problem	21% / 37%

■Primary ■Secondary

2016

Don't know	3% / 1%
Workload is not a serious problem at all/ Workload is not a very serious problem	6% / 3%
Workload is a fairly serious problem	42% / 39%
Workload is a very serious problem	49% / 56%

■Primary ■Secondary

Q20 - To what extent, if at all, do you consider teacher workload to be a serious problem in your school? (Findings shown for primary and secondary teachers/middle leaders and senior leaders)

Source: Teacher Workload Survey, 2019

Differences in teachers' perceptions of workload by teacher and school characteristics

Further analysis was undertaken to explore differences in perceptions by respondent (teachers, middle and senior leaders) and school characteristics[35]. In most cases, there was little variation in the responses given. However, there were notable differences of five percentage points or more in the following:

School type

- There were no notable differences of five percentage points or more by school type and phase.

Ofsted category

- 'Workload is a very serious problem' - 40 per cent of all respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools agreed with this

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[35] Additional data tables can be found in the accompanying technical report.

statement, compared to 27 per cent of respondents in 'Good' schools and 29 per cent of respondents in 'Outstanding' schools.

Role

- 'Workload is a very serious problem' - 29 per cent of teachers agreed with this statement, compared to 34 per cent of middle leaders and 20 per cent of senior leaders.

As was the case in 2016, the extent to which a respondent thought that workload was a serious problem in their school relates to the number of hours they reported working during the reference week and the number of hours they worked out-of-school (see Table 15 below). Those who stated that workload was a 'very serious problem' reported working an average of 53 hours (29 per cent of which were worked out-of-school time), and those who thought that workload was 'not a very serious problem at all' reported working 44 hours (17 per cent of which were worked out-of-school time).

Table 15: Relating perceptions of workload to working hours

Statement	Average working hours in the last week		
	Total reported working hours	Proportion of out-of-school hours (%)	Base (n)
Workload is a very serious problem	53	29	2,397
Workload is a fairly serious problem	50	25	3,709
Workload is not a very serious problem	48	21	794
Workload is not a very serious problem at all	44	17	100

Source: Teacher Workload Survey, 2019

Other issues affecting workload

Primary

Primary teachers and middle leaders were asked to state to what extent they agreed with three statements about their workload, shown in Figure 23 below. Most respondents reported that they 'strongly disagree' or 'tend to disagree' with all three statements, most notably with seven out of ten primary teachers and middle leaders reporting that they strongly disagreed with the statement 'I can complete my assigned workload during my contracted hours'.

Despite the negative response, these findings represent a notable improvement on those reported in 2016. The proportion reporting they 'strongly disagree' with the statement, 'I

have an acceptable workload', dropped by 30 percentage points, while those reporting that they 'strongly disagree' with the statement, 'overall, I achieve a good balance between my work life and my private life', dropped by 26 percentage points. The proportion reporting they 'strongly disagree' with the statement, 'I can complete my assigned workload during my contracted hours', also dropped, by 17 percentage points. These findings were all statistically significant.

Figure 23: Primary teachers' and middle leaders' levels of agreement on statements about working hours

2019

2016

2019 chart:

I can complete my assigned workload during my contracted working hours: 70, 21, 5

Overall, I achieve a good balance between my work life and my private life: 30, 35, 11, 21

I have an acceptable workload: 29, 40, 13, 16

Legend: Strongly disagree, Tend to disagree, Neither agree nor disagree, Tend to agree, Strongly agree

2016 chart:

I can complete my assigned workload during my contracted working hours: 87, 10

Overall, I achieve a good balance between my work life and my private life: 56, 29, 5, 8

I have an acceptable workload: 59, 29, 7, 5

Legend: Strongly disagree, Tend to disagree, Neither agree nor disagree, Tend to agree, Strongly agree

Q15 - To what extent do you agree or disagree with the following statements about your working hours? (Response for primary teachers/middle leaders).

Source: Teacher Workload Survey, 2016 and 2019

Secondary

Secondary teachers and middle leaders were asked the same question, with most also reporting they 'strongly disagree' or 'tend to disagree' with all three statements, as shown in Figure 24 below. An even higher proportion reported negative views, with over three quarters of secondary teachers and middle leaders (76 per cent) reporting that they strongly disagreed with the statement 'I can complete my assigned workload during my contracted hours'.

Again, despite the negative response, these findings represent a more positive picture to that reported in 2016. The proportion reporting they 'strongly disagree' with the statements, 'I have an acceptable workload', and 'overall, I achieve a good balance between my work life and my private life', dropped by statistically significant 14 and 13 percentage points, respectively.

Figure 24: Secondary teachers' and middle leaders' levels of agreement on statements about working hour

2019

I can complete my assigned workload during my contracted working hours: Strongly disagree 76, Tend to disagree 18

I have an acceptable workload: Strongly disagree 40, Tend to disagree 39, Neither agree nor disagree 11, Tend to agree 10

Overall, I achieve a good balance between my work life and my private life: Strongly disagree 38, Tend to disagree 36, Neither agree nor disagree 10, Tend to agree 14

Legend: Strongly disagree, Tend to disagree, Neither agree nor disagree, Tend to agree, Strongly agree

2016

I can complete my assigned workload during my contracted working hours: Strongly disagree 85, Tend to disagree 11

I have an acceptable workload: Strongly disagree 54, Tend to disagree 34, Neither agree nor disagree 6, Tend to agree 5

Overall, I achieve a good balance between my work life and my private life: Strongly disagree 51, Tend to disagree 33, Neither agree nor disagree 6, Tend to agree 9

Legend: Strongly disagree, Tend to disagree, Neither agree nor disagree, Tend to agree, Strongly agree

Q15 - To what extent do you agree or disagree with the following statements about your working hours? (Response for secondary teachers/middle leaders).

Source: Teacher Workload Survey, 2016 and 2019

Differences in teachers' and middle leaders' levels of agreement on statements about working hours by senior leader and school characteristics

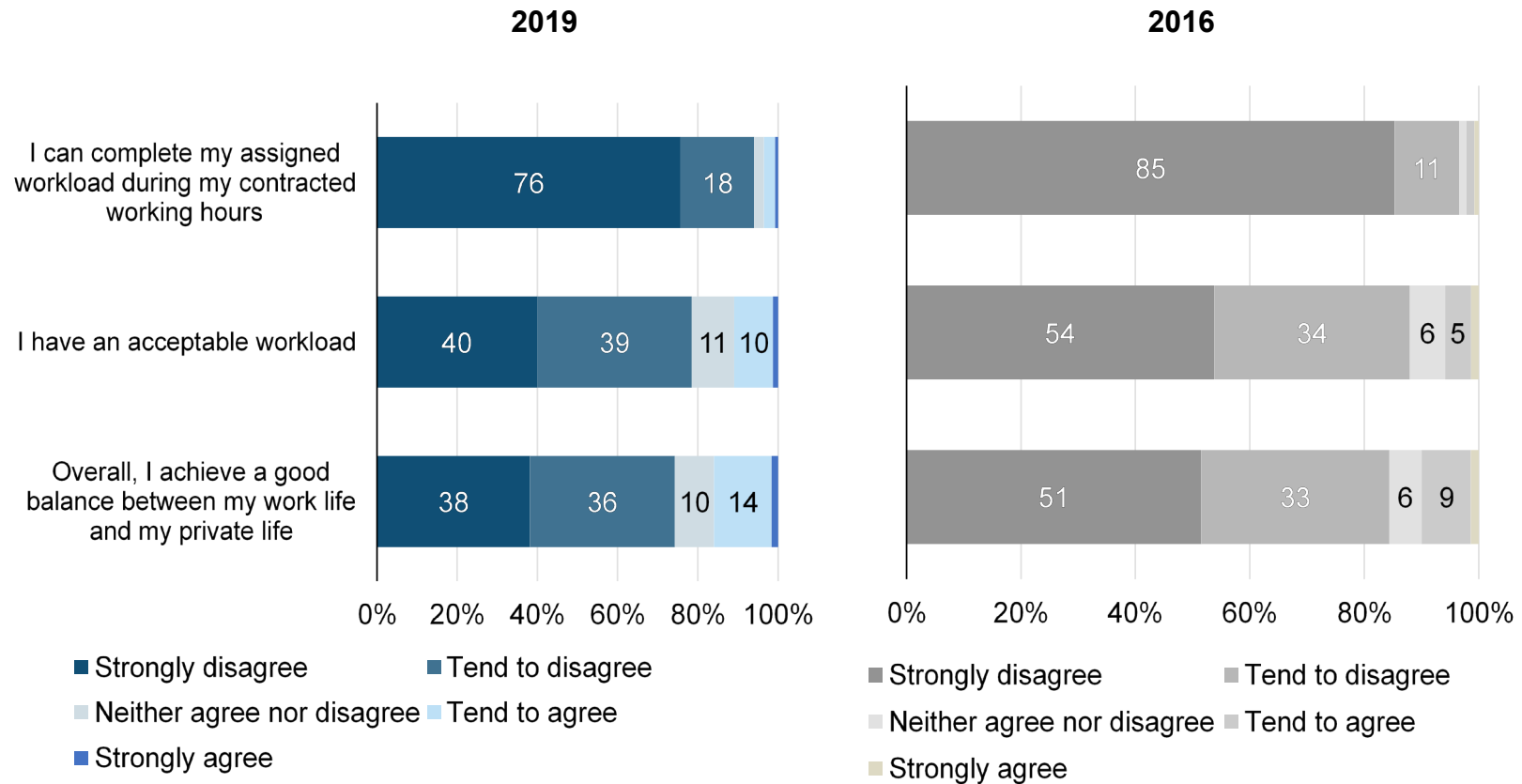Further analysis was undertaken to explore differences in perceptions by teacher and school characteristics[36]. In most cases, there was little variation in the responses given. However, there were notable differences of five percentage points or more in the following:

School Type

- There were no notable differences of five percentage points or more by school type and phase.

Ofsted category

- 'I can complete my assigned workload during my contracted working hours' - 78 per cent of teachers and middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly disagree' with this statement, compared to 72 per cent of respondents in both 'Good' and 'Outstanding' schools.

- 'I have an acceptable workload' - 41 per cent of teachers and middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly disagree' with this statement, compared to 32 per cent of respondents in 'Good' schools and 37 per cent in 'Outstanding' schools.

- 'Overall, I achieve a good balance between my work life and my private life' - 41 per cent of teachers and middle leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly disagree' with this statement, compared to 32 per cent of respondents in 'Good' schools and 36 per cent in 'Outstanding' schools.

Role

- 'I can complete my assigned workload during my contracted working hours' - 73 per cent of teachers reported they 'strongly disagree' with this statement, compared to 78 per cent of middle leaders and 63 per cent of senior leaders.

- 'I have an acceptable workload' - 34 per cent of teachers reported they 'strongly disagree' with this statement, compared to 40 per cent of middle leaders and 27 per cent of senior leaders.

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[36] The resulting data tables can be found in the accompanying technical report.

- 'Overall, I achieve a good balance between my work life and my private life' - 34 per cent of teachers reported they 'strongly disagree' with this statement, compared to 38 per cent of middle leaders and 27 per cent of senior leaders.

Experience

- 'I can complete my assigned workload during my contracted working hours' - 75 per cent of teachers and middle leaders with less than six years' experience reported they 'strongly disagree' with this statement, compared to 76 per cent of teachers and middle leaders with six to ten years of experience and 71 per cent with eleven or more years of experience.

Perceptions of workload compared to reported working hours

Further analysis was undertaken to explore the relationship between two statements regarding whether the level of workload was acceptable (Table 16) and work/life balance (Table 17) and reported working hours. Those who strongly disagreed with both statements reported working on average a higher number of hours in the reference week.

Table 16: Relationship between workload and working hours

I have an acceptable workload	Average working hours in last week		
	Total reported hours	Proportion of out-of-school hours (%)	Base (n)
Strongly disagree	54	29	2,711
Tend to disagree	50	25	2,840
Neither agree nor disagree	48	22	807
Tend to agree	45	18	832
Strongly agree	41	18	95

Source: Teacher Workload Survey, 2019

Table 17: Relationship between work-life balance and working hours

Overall, I achieve a good balance between my work life and my private life	Average working hours in last week		
	Total reported hours	Proportion of out-of-school hours (%)	Base (n)
Strongly disagree	55	30	2,612
Tend to disagree	50	25	2,661
Neither agree nor disagree	46	24	709
Tend to agree	45	19	1,166
Strongly agree	39	17	138

Source: Teacher Workload Survey, 2019

5.2 Perceptions of teachers' working environments

All of those taking part in the survey (teachers, middle leaders and senior leaders) were presented with a list of statements about the working environment within their school and were asked to what extent they agreed or disagreed with them. Most teachers (55 per cent or more) reported they 'tend to agree' or 'strongly agree' with each, although respondents were slightly less positive than they were in 2016 (see Figure 25 below).

Figure 25: Teachers' views on their school's working environment

2019

2016

Teaching staff collaborate effectively on teaching and learning
- 2019: 13, 13, 50, 20
- 2016: 13, 14, 47, 23

Teaching staff collaborate effectively to address disciplinary problems
- 2019: 7, 18, 16, 43, 16
- 2016: 6, 18, 13, 42, 22

Lesson observations carried out in the school are an effective part of professional development activity
- 2019: 6, 16, 20, 43, 15
- 2016: 5, 17, 16, 43, 18

Teaching assistants are effectively deployed at the school
- 2019: 7, 19, 19, 40, 15
- 2016: 6, 18, 17, 41, 19

Legend (2019):
- Strongly disagree
- Tend to disagree
- Neither agree nor disagree
- Tend to agree
- Strongly agree

Legend (2016):
- Strongly disagree
- Tend to disagree
- Neither agree nor disagree
- Tend to agree
- Strongly agree

Q17 - To what extent do you agree or disagree with the following statements about the working environment within [name of school]? (All teachers, middle and senior leaders).

Source: Teacher Workload Survey, 2016 and 2019

Differences in teachers', middle and senior leaders' views on their school's working environment by teacher and school characteristics

Further analysis was undertaken to explore differences in teachers', middle and senior leaders' views on their school's working environment by school type and Ofsted category[37]. In most cases, there was little variation in the responses given. However, there were notable differences of five percentage points or more in the following:

School type

- 'Teaching staff collaborate effectively on teaching and learning' - 32 per cent of respondents in primary academies reported they 'strongly agree' with this statement, compared to 27 per cent of respondents in primary LA maintained schools.

Ofsted category

- 'Teaching staff collaborate effectively to address disciplinary problems' – 11 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly disagree' with this statement, compared to seven per cent of respondents in 'Good' schools and six per cent in 'Outstanding' schools.

- 'Lesson observations carried out in the school are an effective part of professional development activity' - nine per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 16 per cent of respondents in 'Good' schools and 18 per cent in 'Outstanding' schools.

- 'Teaching assistants are effectively deployed at the school' - eight per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 17 per cent of respondents in 'Good' schools and 16 per cent in 'Outstanding' schools.

- 'Teaching staff collaborate effectively on teaching and learning' - 13 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 22 per cent of respondents in Ofsted-category 'Good' schools and 21 per cent in 'Outstanding' schools.

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[37] The resulting data tables can be found in the accompanying technical report.

5.3 Perceptions of changes to schools' policies and approaches

In a new question for the 2019 TWS, everyone who took part in the survey was asked whether, in the last two years, any of a selected list of school polices or approaches had been revised in their schools as part of a specific attempt to reduce workload. Where revisions had been made, respondents were asked to indicate whether the resulting changes had added to their workload, reduced their workload, or made no difference to their workload.

Primary

Most primary teachers, middle leaders and senior leaders (55 per cent or more) reported that approaches to data tracking, lesson planning, school behaviour, and marking and feedback had all been changed in the last two years as part of a specific attempt to reduce workload (see Figure 26 below).

Four out of ten primary respondents (40 per cent) reported that changes to their schools' marking and feedback policies had resulted in reductions to their workload. However, in all other cases, only a minority of respondents reported that changes to school policies or approaches had resulted in a reduction in their workload, with notable minorities reporting they had actually added to their workload.

Primary respondents were also given the opportunity to identify 'other' policies or approaches. A variety of responses were given, including some relating to special educational needs and disability (SEND).

Figure 26: Primary teachers', middle and senior leaders' views on the effects of revisions to schools' policies and approaches, which had been made as part of a specific attempt to reduce workload

Legend:
- Yes, and it has reduced my workload
- Yes, but it has added to my workload
- Yes, and it has made no difference to my workload
- No revisions made
- Not sure if revisions have been made

Policy/Approach	Yes, reduced	Yes, added	Yes, no difference	No revisions	Not sure
Marking and feedback policy	40	11	28	12	10
Approach to lesson planning	26	17	21	23	13
Data tracking/monitoring of students' progress	21	28	23	14	14
Teacher appraisal policy	10	14	22	27	28
Communications protocols	9	11	19	29	32
School behaviour policy	7	14	34	27	17
Policies to support flexible working practices	6	12	37	43	

Q14 - In the last two years, have any of the following school policies or approaches been revised in your school as part of a specific attempt to reduce workload? (Response for primary teachers, middle leaders and senior leaders).

Secondary
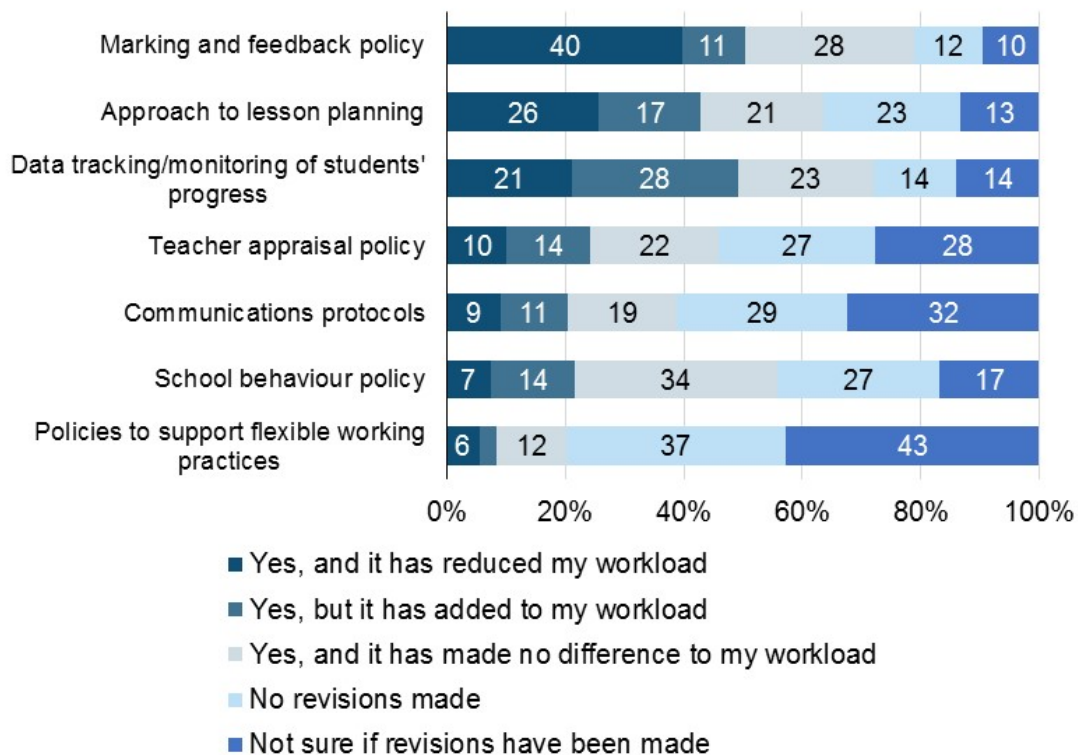
Most secondary teachers, middle leaders and senior leaders (56 per cent or more) also reported that approaches to data tracking, school behaviour, marking and feedback, and teacher appraisal had all been changed in the last two years as part of a specific attempt to reduce workload (see Figure 27 below).

However, in all cases, only a small minority felt these changes had resulted in a reduction in their workload, with notable minorities reporting they had actually added to their workload. Indeed, about a third of secondary respondents reported that changes to data tracking (35 per cent) and school behaviour policies (33 per cent) had added to their workload.

Secondary respondents were also given the opportunity to identify 'other' policies or approaches. A variety of responses were given, including policies do with curriculum change and guidance regarding the number of student reports and parents evenings.

Figure 27: Secondary teachers', middle and senior leaders' views on the effects of revisions to schools' policies and approaches, which had been made as part of a specific attempt to reduce workload

Legend:
- Yes, and it has reduced my workload
- Yes, but it has added to my workload
- Yes, and it has made no difference to my workload
- No revisions made
- Not sure if revisions have been made

Q14 - In the last two years, have any of the following school policies or approaches been revised in your school as part of a specific attempt to reduce workload? (response for secondary teachers, middle leaders and senior leaders).

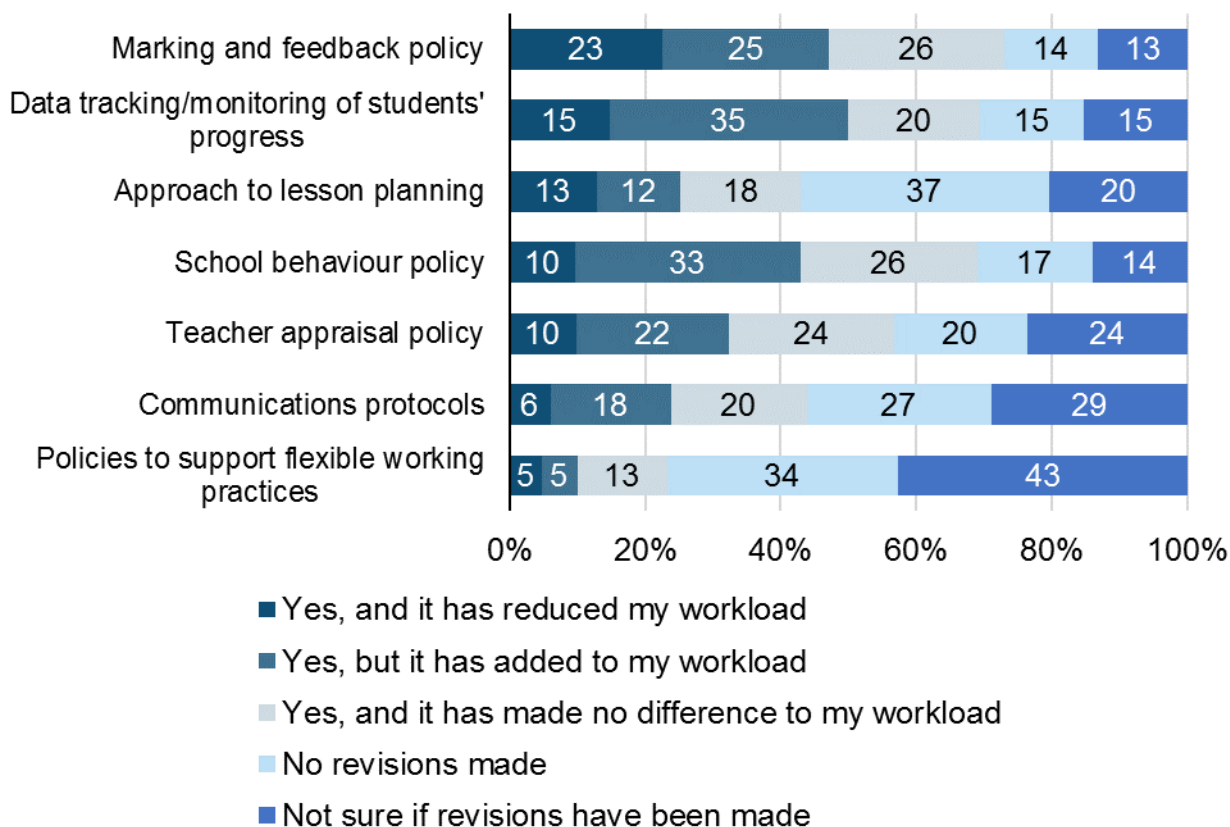Source: Teacher Workload Survey, 2019

Differences in teachers', middle leaders' and senior leaders' views on the effects of revisions to schools' policies

Further analysis was undertaken to explore differences in teachers', middle and senior leaders' views on the effects of revisions to schools' policies and approaches by school type, Ofsted category and role[38]. In most cases, there was little variation in the responses

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[38] The resulting data tables can be found in the accompanying technical report.

given. However, there were notable differences of five percentage points or more in the following:

School type

- 'Marking and feedback policy' – 44 per cent of respondents in primary academies reported 'yes, and it has reduced my workload' to this response option, compared to 38 per cent of respondents in primary LA maintained schools. 25 per cent of respondents in secondary academies reported 'yes, and it has reduced my workload' to this response option, compared to 18 per cent of respondents in secondary LA maintained schools.

- 'Data tracking/ monitoring of students' progress' - 26 per cent of respondents in primary academies reported 'yes, and it has reduced my workload' to this response option, compared to 19 per cent of respondents in primary LA maintained schools.

- 'Approach to lesson planning' - 33 per cent of respondents in primary academies reported 'yes, and it has reduced my workload' to this response option, compared to 23 per cent of respondents in primary LA maintained schools.

- 'Teacher appraisal policy' - 14 per cent of respondents in primary academies reported 'yes, and it has reduced my workload' to this response option, compared to 8 per cent of respondents in primary LA maintained schools.

Ofsted category

- 'Marking and feedback policy' - 27 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported 'yes, it has added to my workload' to this response option, compared to 16 per cent of respondents in both 'Good' and 'Outstanding' schools. By contrast, 24 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate schools' reported 'yes, it has reduced my workload', compared to 30 per cent of respondents in 'Good' schools and 36 per cent in 'Outstanding' schools.

- 'Approach to lesson planning' - 24 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported 'yes, it has added to my workload', compared to 14 per cent of respondents in 'Good' schools and 12 per cent in 'Outstanding' schools. By contrast, 13 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported 'yes, it has reduced my workload', compared to 21 per cent of respondents in 'Good' schools and 19 per cent in 'Outstanding' schools.

- 'School behaviour policy' - 31 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported 'yes, it has added to my workload', compared to 23 per cent of respondents in 'Good' schools and 19 per cent in 'Outstanding' schools.

- 'Teacher appraisal policy' - 25 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported 'yes, it has added to my workload', compared to 17 per cent of respondents in 'Good' schools and 18 per cent in 'Outstanding' schools.

- 'Data tracking/monitoring of students' progress' - 39 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported 'yes, it has added to my workload', compared to 30 per cent of respondents in 'Good' schools and 32 per cent in 'Outstanding' schools.

Role

- 'Marking and feedback policy' - 18 per cent of teachers reported 'yes, it has added to my workload' to this response option, compared to 22 per cent of middle leaders and 7 per cent of senior leaders. By contrast, 28 per cent of teachers reported 'yes, it has reduced my workload', compared to 29 per cent of middle leaders and 51 per cent of senior leaders.

- 'Approach to lesson planning' - 17 per cent of teachers reported 'yes, it has reduced my workload', compared to 17 per cent of middle leaders and 33 per cent of senior leaders.

- 'School behaviour policy' - 22 per cent of teachers reported 'yes, it has added to my workload' to this response option, compared to 30 per cent of middle leaders and 19 per cent of senior leaders. By contrast, 6 per cent of teachers reported 'yes, it has reduced my workload', compared to 9 per cent of middle leaders and 18 per cent of senior leaders.

- 'Teacher appraisal policy' - 24 per cent of middle leaders reported 'yes, it has added to my workload' to this response option, compared to 17 per cent of teachers and 14 per cent of senior leaders. By contrast, 21 per cent of senior leaders reported 'yes, it has reduced my workload', compared to 11 per cent of middle leaders and 7 per cent of teachers.

- 'Data tracking/monitoring of students' progress' - 32 per cent of teachers reported 'yes, it has added to my workload' to this response option, compared to 37 per cent of middle leaders and 23 per cent of senior leaders. By contrast, 14 per cent of teachers reported 'yes, it has reduced my workload', compared to 15 per cent of middle leaders and 41 per cent of senior leaders.

5.4 Perceptions of professional development

All of those taking part in the survey (teachers, middle leaders and senior leaders) were given a list of statements about their professional development and were asked to what extent they agreed with these (see Figure 28 below). About seven out of ten respondents reported they 'tend to agree' or 'strongly agree' with the statements, 'I have the necessary Information and Communication Technology (ICT) skills to perform data

recording and analysis tasks' (76 per cent), and 'the school supports continuing professional development for teachers' (71 per cent). About half (51 per cent) reported they 'tend to agree' or 'strongly agree' with the statement, 'the resources available at my school to help plan teaching and learning are high quality'. Despite this, a notable minority reported they 'tend to disagree' or 'strongly disagree' with the statements: 'I have enough time to keep informed on changes to guidance and rules affecting professional practice' (47 per cent); and 'I have time during my contracted working hours to take part in professional development activities' (39 per cent).

Figure 28: Teachers', middle and senior leaders' views on professional development
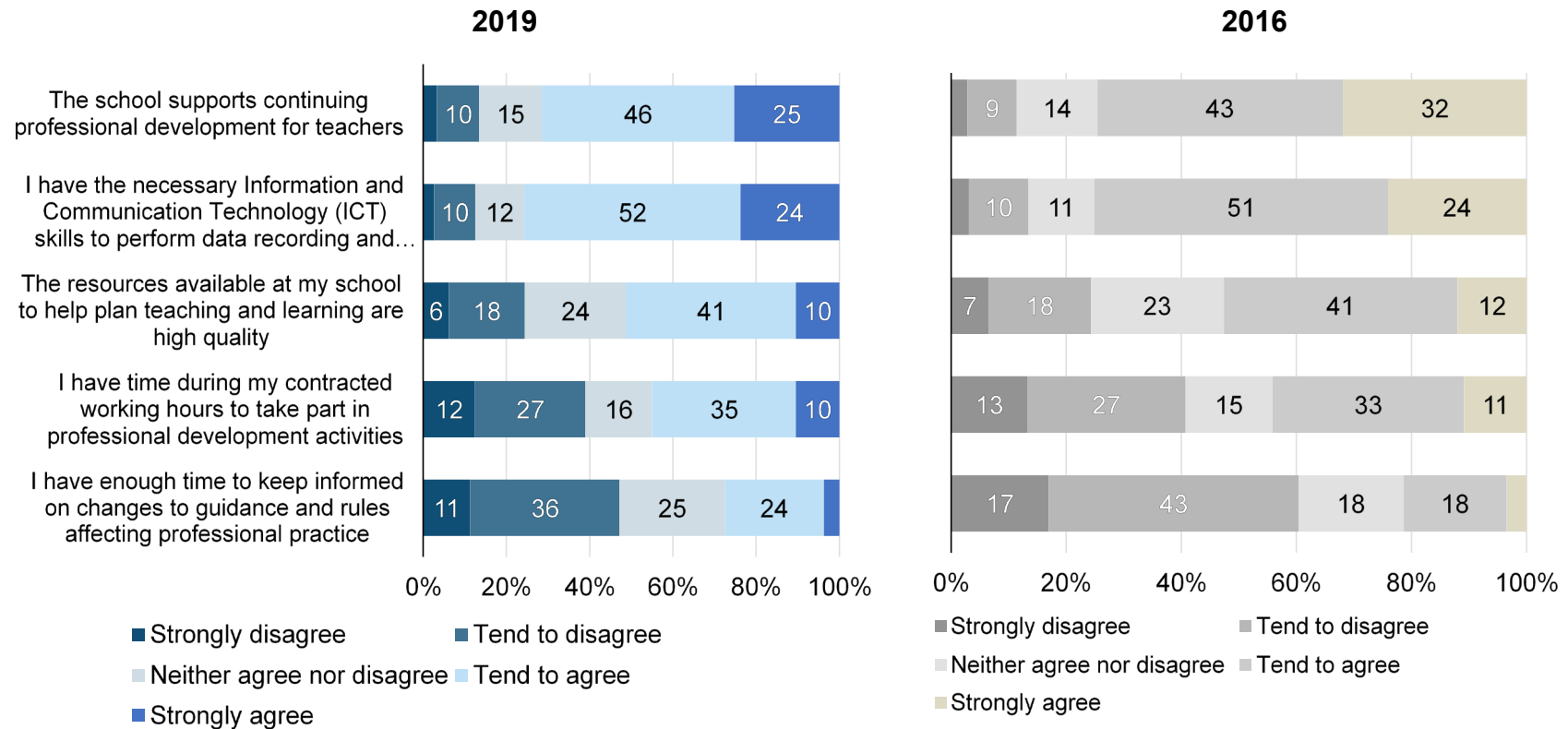
2019

2016

Q18 - To what extent do you agree or disagree with the following statements about professional development and support? (All teachers, middle and senior leaders).

Source: Teacher Workload Survey, 2016 and 2019

There was one notable change with the figures reported in 2016. In 2019, a greater proportion of teachers reported they 'tend to agree' with the statement, 'I have enough time to keep informed on changes to guidance and rules affecting professional practice', up a statistically significant seven percentage points.

Differences in views on professional development by teacher and school characteristics

Further analysis was undertaken to explore differences in teachers', middle and senior leaders' views on professional development by school type, Ofsted category and role[39]. In most cases, there was little variation in the responses given. However, there were notable differences of five percentage points or more in the following:

School type

- 'I have time during my contracted working hours to take part in professional development activities' – 18 per cent of respondents in primary academies reported they 'strongly agree' with this statement, compared to 13 per cent of respondents in primary LA maintained schools.

- 'The school supports continuing professional development for teachers' - 36 per cent of respondents in primary academies reported they 'strongly agree' with this statement, compared to 28 per cent of respondents in primary LA maintained schools.

- 'I have enough time to keep informed on changes to guidance and rules affecting professional practice' - 27 per cent of respondents in primary academies reported they 'disagree' with this statement, compared to 32 per cent of respondents in primary LA maintained schools.

- 'The resources available at my school to help plan teaching and learning are high quality' - 13 per cent of respondents in primary academies reported they 'tend to disagree' with this statement, compared to 18 per cent of respondents in primary LA maintained schools.

Ofsted category

- 'I have enough time to keep informed on changes to guidance and rules affecting professional practice' - 19 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'tend to agree' with this statement, compared to 24 per cent of respondents in Ofsted-category 'Good' and 'Outstanding' schools.

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[39] The resulting data tables can be found in the accompanying technical report.

- 'The school supports CPD for teachers' - 19 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 26 per cent of respondents in 'Good' schools and 30 per cent in 'Outstanding' schools.

- 'I have time during my contracted working hours to take part in professional development activities' - seven per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 11 per cent of respondents in 'Good' schools and 12 per cent in 'Outstanding' schools.

- 'The resources available at my school to help plan teaching and learning are high quality' - five per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 11 per cent of respondents in 'Good' schools and 13 per cent in 'Outstanding' schools.

Role

- 'I have enough time to keep informed on changes to guidance and rules affecting professional practice' - three per cent of teachers reported they 'strongly agree' with this statement, compared to four per cent of middle leaders and nine per cent of senior leaders.

- 'I have the necessary ICT skills to perform data recording and analysis tasks' - 19 per cent of teachers reported they 'strongly agree' with this statement, compared to 26 per cent of middle leaders and 38 per cent of senior leaders.

- 'The school supports CPD for teachers' - 20 per cent of teachers reported they 'strongly agree' with this statement, compared to 23 per cent of middle leaders and 52 per cent of senior leaders.

- 'I have time during my contracted working hours to take part in professional development activities' - eight per cent of teachers reported they 'strongly agree' with this statement, compared to nine per cent of middle leaders and 25 per cent of senior leaders.

- 'The resources available at my school to help plan teaching and learning are high quality' - nine per cent of teachers reported they 'strongly agree' with this statement, compared to nine per cent of middle leaders and 22 per cent of senior leaders.

Full-time and part-time status

- 'I have the necessary ICT skills to perform data recording and analysis tasks' – 26 per cent of full-time respondents reported they 'strongly agree' with this statement, compared with 16 per cent of their part-time colleagues.

- 'The school supports CPD for teachers' - 28 per cent of full-time respondents reported they 'strongly agree' with this statement, compared with 17 per cent of their part-time colleagues.

- 'I have time during my contracted working hours to take part in professional development activities' - *12* per cent of full-time respondents reported they 'strongly agree' with this statement, compared with six per cent of their part-time colleagues.

Experience

- 'I have enough time to keep informed on changes to guidance and rules affecting professional practice' - 30 per cent of respondents with less than six years' experience reported they 'tend to disagree' with this statement, compared to 33per cent of respondents with six to ten years of experience and 39 per cent of respondents with eleven or more years of experience.

5.5 Perceptions of line management

To understand teachers' perceptions of the way they were managed, teachers and middle leaders were asked to rate the extent they agreed with the statements shown in Figure 29 below. Most teachers and middle leaders (51 per cent or more) reported that they 'tend to agree' or 'strongly agree' with five of the six statements, indicating that they felt that their managers supported their well-being and were considerate of their lives outside work. Despite this, a notable minority reported they 'tend to 'disagree' or 'strongly disagree' with the statements: 'I am satisfied with my level of involvement in decisions that affect my work at the school' (31 per cent); and 'the senior leadership team support staff well-being across the school' (27 per cent).

Only four of the statements from this question were asked in 2016, with the findings from those questions broadly similar to those captured in 2019[40]. One notable difference is that in 2019, a greater proportion of teachers and middle leaders reported that they 'strongly agree' with the statement, 'my manager is considerate of my life outside work', which is up eight percentage points. This is a statistically significant finding.

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[40] The four statements asked in both the 2016 and 2019 TWS were: 'My manager is considerate of my life outside work', 'My manager recognises when I have done my job well', 'I am satisfied with my level of involvement in decisions that affect my work at school', and 'I think that my performance is evaluated fairly'.

Figure 29: Teachers' and middle leaders' views about line management

2019

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree
My manager supports my well-being		11	18	40	26
My manager recognises when I have done my job well	5	11	16	42	25
My manager is considerate of my life outside work		10	20	41	25
I think that my performance is evaluated fairly	9		18	50	20
The senior leadership team support staff well-being across the school	8	19	22	36	15
I am satisfied with my level of involvement in decisions that affect my work at the school	9	22	27	32	11

2016

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree
My manager recognises when I have done my job well	6	13	15	44	22
My manager is considerate of my life outside work	7	16	23	37	17
I think that my performance is evaluated fairly	5	13	19	47	15
I am satisfied with my level of involvement in decisions that affect my work at the school	12	26	22	31	8

Q19 To what extent do you agree or disagree with the following statements about the way you are managed? Where reference is given to a 'manager' in the options below, we mean the person you report to (findings shown for all teachers/middle leaders). Some of the response options were modified for the TWS 2019 and so comparable figures are not available from the 2016 survey.

Source: Teacher Workload Survey, 2016 and 2019

Senior leaders were asked a similar question, and again most were positive about the support they received from their managers as well as their governing bodies (see Figure 30 below). It is notable that senior leaders were more positive than teachers and middle leaders about the statement, 'the senior leadership team support staff well-being across the school', which 88 per cent of senior leaders reported they 'strongly agree' or 'tend to agree' with, compared to 51 per cent of teachers and middle leaders.

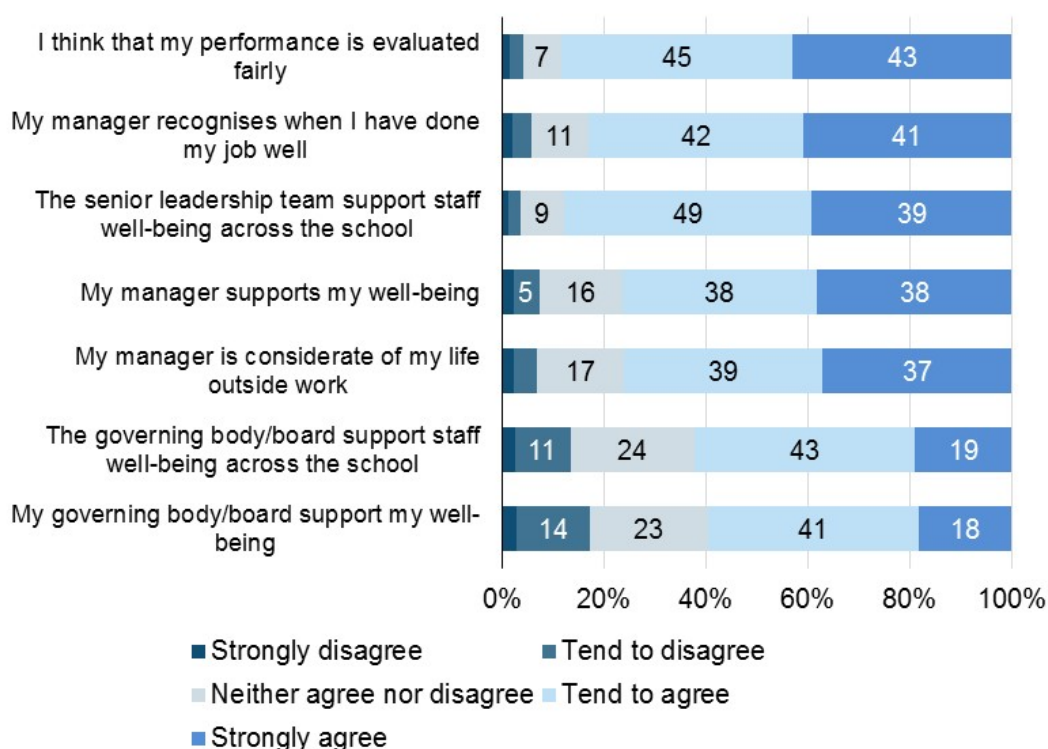**Figure 30: Senior leaders' views about line management**

Q19 - To what extent do you agree or disagree with the following statements about the way you are managed? Where reference is given to a 'manager' in the options below, we mean the person you report to (findings shown for all senior leaders).

Source: Teacher Workload Survey, 2019

Differences in views on line management by teacher and school characteristics

Further analysis was undertaken to explore differences in perceptions by school type, Ofsted category, role, full-time and part-time status, and experience[41]. In most cases, there was little variation in the responses given. However, there were notable differences

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[41] The resulting data tables can be found in the accompanying technical report.

of five percentage points or more in the areas below. The question was worded slightly differently for teachers and middle leaders and senior leaders, and so the findings are presented separately below.

Findings for teachers and middle leaders

School type

- 'My manager recognises when I have done my job well' – 29 per cent of respondents in primary academies reported they 'strongly agree' with this statement, compared to 24 per cent of respondents in primary LA maintained schools.

- 'The senior leadership team support staff well-being across the school' - 24 per cent of respondents in primary academies reported they 'strongly agree' with this statement, compared to 19 per cent of respondents in primary LA maintained schools.

Ofsted category

- 'My manager is considerate of my life outside work' – 19 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 26 per cent of respondents in *Good* schools and 25 per cent of respondents in 'Outstanding' schools.

- 'My manager supports my well-being' - 18 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 27 per cent of respondents in both Ofsted-category 'Good' and 'Outstanding' schools.

- 'The senior leadership team support staff well-being across the school' - 14 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly disagree' with this statement, compared to eight per cent of respondents in both 'Good' and 'Outstanding' schools.

- 'My manager recognises when I have done my job well' - 18 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 25 per cent of respondents in 'Good' schools and 28 per cent in 'Outstanding' schools.

- 'I think that my performance is evaluated fairly' - 14 per cent of respondents in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 20 per cent of respondents in *Good* schools and 22 per cent in 'Outstanding' schools.

Role

- 'My manager is considerate of my life outside work' – 27 per cent of teachers reported they 'strongly agree' with this statement, compared to 22 per cent of middle leaders.

Experience

- 'My manager is considerate of my life outside work' - 29 per cent of respondents with less than six years' experience reported they 'strongly agree' with this statement, compared to 27 per cent of respondents with six to ten years of experience and 22 per cent of respondents with eleven or more years of experience.

- 'My manager supports my well-being' - 30 per cent of respondents with less than six years' experience reported they 'strongly agree' with this statement, compared to 28 per cent of respondents with six to ten years of experience and 23 per cent of respondents with eleven or more years of experience.

Findings for senior leaders

School type

- 'I think that my performance is evaluated fairly' - 49 per cent of senior leaders in primary academies reported they 'strongly agree' with this statement, compared to 39 per cent of respondents in primary LA maintained schools.

- 'My manager recognises when I have done my job well' - 47 per cent of senior leaders in primary academies reported they 'strongly agree' with this statement, compared to 39 per cent of respondents in primary LA maintained schools. 47 per cent of senior leaders in secondary academies reported they 'agree' with this statement, compared to 42 per cent of respondents in secondary LA maintained schools.

- 'The senior leadership team support staff well-being across the school' - 55 per cent of senior leaders in primary academies reported they 'agree' with this statement, compared to 45 per cent of respondents in primary LA maintained schools. 39 per cent of senior leaders in secondary academies reported they 'agree' with this statement, compared to 34 per cent of respondents in secondary LA maintained schools.

- 'My manager supports my well-being' - 44 per cent of senior leaders in primary academies reported they 'agree' with this statement, compared to 37 per cent of respondents in primary LA maintained schools. 39 per cent of senior leaders in secondary academies reported they 'agree' with this statement, compared to 34 per cent of respondents in secondary LA maintained schools.

- 'My manager is considerate of my life outside work' - 44 per cent of senior leaders in primary academies reported they 'agree' with this statement, compared to 38 per cent of respondents in primary LA maintained schools.

- 'The governing body/board support staff well-being across the school' - 60 per cent of senior leaders in primary academies reported they 'agree' with this statement, compared to 39 per cent of respondents in primary LA maintained schools. 40 per cent of senior leaders in secondary academies reported they 'agree' with this statement, compared to 31 per cent of respondents in secondary LA maintained schools.

- 'My governing body/board support my well-being' - 49 per cent of senior leaders in primary academies reported they 'agree' with this statement, compared to 41 per cent of respondents in primary LA maintained schools. 33 per cent of senior leaders in secondary academies reported they 'agree' with this statement, compared to 38 per cent of respondents in secondary LA maintained schools.

Ofsted category

- 'My manager is considerate of my life outside work' – 29 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 38 per cent of respondents in 'Good' schools and 43 per cent in 'Outstanding' schools.

- 'My manager supports my well-being' - 33 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 40 per cent of respondents in both 'Good' and 'Outstanding' schools.

- 'The senior leadership team support staff well-being across the school' - 21 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 44 per cent of respondents in 'Good' schools and 45 per cent in 'Outstanding' schools.

- 'The governing body/board support staff well-being across the school' - 13 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 20 per cent of respondents in 'Good' schools and 30 per cent in 'Outstanding' schools.

- 'My governing body/board support my well-being' - 17 per cent of senior leaders in Ofsted-category 'Requires Improvement' or 'Inadequate' schools reported they 'strongly agree' with this statement, compared to 19 per cent of respondents in *Good* schools and 26 per cent in 'Outstanding' schools.

Full-time and part-time status

- 'My manager is considerate of my life outside work' - 35 per cent of full-time senior leaders reported they 'strongly agree' with this statement, compared with 43 per cent of their part-time colleagues.

- 'My manager supports my well-being' - 36 per cent of full-time senior leaders reported they 'strongly agree' with this statement, compared with 41 per cent of their part-time colleagues.

- 'The senior leadership team support staff well-being across the school' - 40 per cent of full-time senior leaders reported they 'strongly agree' with this statement, compared with 32 per cent of their part-time colleagues.

6 Modelling the factors which impact on teachers' working hours

6.1 Introduction

In this section, the relationships between self-reported total working hours and a range of explanatory variables were explored simultaneously. The purpose of estimating a statistical model was to examine the association between different variables and working hours more effectively than looking at variables on their own, as in the previous sections of the report. For example, the analysis reported in section 3 showed an average difference in working hours between classroom teachers and middle leaders of 2.9 hours, but only a 0.6 hour difference when comparing full-time teachers and middle leaders. The model draws out differences in reported working hours and attitudes between teachers with particular characteristics, over and above the effects of other teacher and school characteristics. However, the estimated differences represent correlations or associations between characteristics and working hours, and do not necessarily represent the particular characteristic having a causal effect on working hours or vice versa.

The following section presents a summary of the methodology and findings. More details are provided in the accompanying technical report.

6.2 Methodology

Multi-level modelling (MLM) was used to estimate the model. MLM is an extension of regression modelling that accounts for the fact that teachers are clustered within schools, and therefore will tend to be more similar to other teachers in the same school than they are to teachers in other schools.

Separate models were run for teachers/middle leaders and senior leaders as there were likely to be different factors affecting working hours for these two groups. Alongside the associations with specific variables, the between-school variation and within-school variation were also estimated. The extent to which responses are similar within schools, which was estimated using the MLM, is informative for understanding the extent to which working hours and teacher attitudes differ between schools, and therefore may depend on each school's culture and policies.

The process for constructing the final MLM was an iterative procedure, which started with a set of variables that had a logical conceptual connection to teachers' working hours. Variables that were not found to be statistically significant predictors of working hours in the model were removed, and the model re-run until all the teacher and school variables left were contributing to explaining working hours. The teacher-level explanatory variables considered as candidates for the teacher model were:

- Gender

- Years in the teaching profession (NQT, 1/2/3/4 years, 5-year bands thereafter). Splitting this variable more finely than the three categories presented in the other sections of this report give greater insight into the differences within the first five years of teaching.

- Contracted working arrangement (full-time/ part-time)

- Subject taught (only for secondary teachers. English was used as the reference category for comparing against all other subjects)

- Role (classroom teacher/middle leader)

- School environment and support variables [reduced from a 5 point scale to a 3 point scale of disagreement/agreement]:

    - Teaching staff collaborate effectively to address disciplinary problems
    - Teaching assistants are effectively deployed at [name of school]
    - Teaching staff collaborate effectively on teaching and learning
    - I have the necessary ICT skills to perform data recording and analysis tasks
    - [Name of school] supports CPD for teachers
    - The resources available at my school to help plan teaching and learning are high quality

- Teachers' average response to the following six questions about the way they were managed, derived from factor analysis:

    - My manager is considerate of my life outside work
    - My manager supports my well-being
    - The senior leadership team support staff well-being across the school
    - My manager recognises when I have done my job well
    - I think that my performance is evaluated fairly
    - I am satisfied with my level of involvement in decisions that affect my work at the school

The school-level explanatory variables considered as candidates for the teacher and middle leader model were:

- School phase (primary/secondary - special schools were included in secondary)
- School type (academy/LA maintained)
- Ofsted rating (Outstanding/Good/Requires Improvement and Inadequate/Not inspected yet). Good was used as the reference category for comparing against all other Ofsted category groups)
- Region (Government office region vs London – reference category)
- Percentage of pupils with English as an additional language (EAL)

- Percentage of pupils eligible for free school meals in the last 6 years (FSMever)
- School size (small/medium/large defined separately for primary and secondary based on teacher headcount. Medium used as reference category for comparing against other school sizes)
- Senior leaders' responses to whether they had the following strategies in place in their school, averaged at school-level:
    - Protected blocks of non-teaching time to plan lessons and/or mark work (PPA)
    - Working collaboratively with other staff to plan schemes of work and/or share resources
    - Existing schemes of work and associated lesson plans that can be adapted by teaching staff
    - Computer software that effectively helps with administrative tasks
    - A committee in place that monitors teachers' workload

The approach for the senior leader MLM model was broadly the same except the following variables were omitted or amended, as they were not (as) relevant for senior leaders:

- Years of experience in teaching (replaced with an age variable: under 40 years/40 years and older)

- Subject taught

- Senior leaders' average response to the five strategy questions above

- Role re-specified as: Deputy/assistant headteacher and headteacher/executive headteacher/MAT CEO

- School environment and support variables, except for teachers' average response from the six questions relating to the way they were managed derived from factor analysis in the teacher model

6.3 Interpreting the model for teachers and middle leaders

The teacher and middle leader model had 5,610 teachers and middle leaders, from 395 schools. Tables 18a and 18b show the key findings from the final regression model, once variables had been removed which did not have statistically significant impact. The findings in bold indicate that the difference was statistically significant at the five per cent level, meaning that there is an association between this category (compared to the reference group) and working hours which is not down to chance. Using gender as an example of how to interpret Table 18a, the model estimates that men worked 1.1 hours more than women controlling for all the other explanatory variables listed above and this finding was statistically significant.

Table 18a: Final model of classroom teachers / middle leaders' total working hours (Teacher-level variables)

Category	Reference group	Average difference in working hours: category vs reference group	Statistically significant difference?
Male	Female	**+1.1**	**Yes**
NQT year	5 to 9.9 years of teaching experience	+0.8	No
1 year		+1.7	No
2 years		**+1.8**	**Yes**
3 years		+1.3	No
4 years		+0.8	No
10 to 14.9 years		**-1.7**	**Yes**
15 to 29.9 years		-1.1	No
20 to 24.9 years		-0.8	No
25 to 29.9 years		-0.9	No
30+ years		-1.6	No
Part-time	Full-time	**-11.9**	**Yes**
Maths	English	-0.1	No
Science		-0.2	No
Humanities		**+1.7**	**Yes**
Modern Foreign Languages		+0.6	No
Design and Technology and Computing		-1.0	No
Arts		+0.1	No
Primary curriculum		-0.5	No
No subject (response option in the teacher survey)		**-4.9**	**Yes**
Other		**-1.1**	**Yes**

Category	Reference group	Average difference in working hours: category vs reference group	Statistically significant difference?
Strongly disagree/disagree with "Teaching staff collaborate effectively to address disciplinary problems"	Neutral response to this statement	**+1.2**	**Yes**
Strongly agree/agree with "Teaching staff collaborate effectively to address disciplinary problems"		**+1.3**	**Yes**
Strongly disagree/disagree with "Teaching assistants are effectively deployed at [school]"	Neutral response to this statement	**+1.0**	**Yes**
Strongly agree/agree with "Teaching assistants are effectively deployed at [school]"		+0.3	No
Management variable (derived from factor analysis)		**-1.4**	**Yes**

Table 19: Final model of classroom teachers / middle leaders' total working hours (School-level variables)

Category	Reference group	Average difference in working hours: category vs reference group	Statistically significant difference?
Primary	Secondary	**+2.6**	**Yes**
Academies	LA maintained	**+1.3**	**Yes**
"Outstanding" Ofsted category		+1.1	No

Category	Reference group	Average difference in working hours: category vs reference group	Statistically significant difference?
"Requires Improvement/ Inadequate" Ofsted category	"Good" Ofsted category	**+1.4**	**Yes**
Not inspected yet		-0.2	No
East Midlands	London	+1.2	No
East of England		-0.2	No
North East		-0.2	No
North West		+1.0	No
South East		**+1.9**	**Yes**
South West		+1.1	No
West Midlands		+0.6	No
Yorkshire and the Humber		+0.7	No

Source: Teacher Workload Survey, 2019

The following are the key findings from the teacher and middle leader model:

- Men worked 1.1 more hours than women in the reference week

- Teachers and middle leaders with two years of teaching experience worked 1.8 hours more than those with between five and ten years' experience. Teachers and middle leaders with ten to 14.9 years of experience in teaching worked 1.7 hours less. It is not possible to determine from the model whether this is due to younger teachers and middle leaders having fewer commitments outside of work and so they are able to work longer hours, or if it is because they need more time to plan and prepare for teaching

- Part-time teachers and middle leaders worked almost 12 hours less than their full-time counterparts. This is a reflection of the fact that part-time teachers and middle leaders are contracted for fewer hours than full-time teachers and middle leaders. The model does not say anything about whether part-time teachers and middle leaders work more or less hours on top of their contracted hours

- Humanities teachers in secondary schools, which includes teachers of History and Geography, worked almost two hours more in the reference week compared to English teachers. They were the only group of teachers by subject with different working hours compared with our reference subject group, English teachers (English was chosen as it was one of the larger subject groups in terms of observations and provided a good contextual comparison as had hours close to the average). A caveat to this analysis is that it is not possible to determine whether this is because Humanities teachers are working more hours in their specific subject or if they are being asked to cover other subjects more than other teachers and middle leaders

- Middle leaders worked almost two and half hours more than teachers, which reflects the additional workload associated with middle leadership roles

- Teachers who disagreed or strongly disagreed with the statement *"Teaching staff collaborate effectively to address disciplinary problems"* reported working hours of over an hour more than those who gave neutral responses. Likewise, teachers who strongly agreed and agreed with this statement also stated they worked an hour more. This suggests that an effective system for tackling poor pupil behaviour can take up additional time dealing with causes, but that not having an effective system for tackling poor pupil behaviour can also take up additional time, dealing with the consequences

- Teachers and middle leaders who strongly disagreed and disagreed with the statement *"Teaching assistants are effectively deployed at [school]"* worked an hour more than those who gave neutral responses

- Teachers and middle leaders that feel they are effectively managed and have senior leaders who take their work-life balance and well-being into account are more likely to work fewer hours. The model results indicate that teachers who are happier with their leadership and management tend to work fewer hours.

- Primary teachers and middle leaders worked more than two and a half hours more than secondary teachers and middle leaders

- Teachers and middle leaders in academy schools worked 1.3 hours more than teachers and middle leaders in LA maintained schools

- Teachers and middle leaders who work in schools categorised as "Requires improvement" or *"Inadequate"* by Ofsted reported working almost an hour and a half more than teachers and middle leaders who worked in a school categorised as "Good*"*

- The South East of England is the only region to have higher reported working hours compared to the reference region, London (London was chosen as it had the largest number of observations). Teachers and middle leaders in the South East worked almost two hours more than teachers and middle leaders in London

in the reference week. There were no other regions that had a significant difference with London.

The classroom teacher/middle leader model found that only **six per cent** of variation in working hours is **between-school**, most is **within-school** (i.e. at the teacher level – **94 per cent**). This means that the variation in reported working hours that is *not explained* by teacher and school characteristics is largely attributable to individual teacher-level factors rather than school-level factors. This, in turn, suggests that individual schools' actions/policies are only driving a relatively small part of the variation in reported working hours.

The similar (although not identical) regression model in the 2016 survey found that 3.5 per cent of the variation in working hours is between-school. This may indicate that the amount of variation in working hours driven by school-level factors has increased since 2016, but the change may also be due to changes in the exact model used.

6.4 Interpreting the model for senior leaders

The findings from the model for senior leaders is summarised in this section. The senior leader model had 651 senior leaders from 311 schools. Table 19 shows the main findings of the regression model. The findings in bold indicate that the difference was statistically significant at the at the five per cent level, meaning that there is an association between this variable and working hours.

Table 20: Final model of senior leaders' total working hours

Category	Reference group	Average difference in working hours: category vs reference group	Statistically significant difference?
Headteacher/Executive Headteacher/MAT CEO	Deputy/Assistant Headteacher	**+3.6 hours**	**Yes**
Part-time	Full-time	**-7.2 hours**	**Yes**

Source: Teacher Workload Survey, 2019

The following are the key findings from the senior leader model:

- Headteachers, executive headteachers and MAT CEOs worked over three and a half hours more than deputy and assistant headteachers in the reference week.

- Part-time senior leaders worked just over seven hours less than their full-time counterparts.

The senior leader model found that **28 per cent** of variation in working hours is **between-school** and **72 per cent** is **within-school** (i.e. at the teacher level). However, this is in large part due to this model having a much smaller sample size compared to the teacher/middle leader model. Only a few contractual variables relating to senior leaders are useful in explaining variation in working hours. All demographic and school-level factors were removed from the model as they were not adding any explanatory power to the model, although this is most likely due to the relatively small sample size in the senior leader model.

Factors such as phase, senior leader's age and school type, showed some notable differences, but these were not statistically significant due to the small number of observations in the relative groups. Therefore, confidence in these observed differences not being due to chance is low.

7 Conclusions

The findings from the TWS 2019 suggest there has been a reduction between 2016 and 2019 in teachers', middle leaders' and senior leaders' reported working hours in the reference week. However, small differences between the content and administration of the two surveys may partly account for some differences between the two surveys. Nevertheless, there are reasons to believe that there has been a genuine fall in the average working hours reported by teachers, middle leaders and senior leaders. The reductions in respondents' reported working hours are concentrated in the areas of focus for the 2016 independent teacher workload review groups (marking, planning and teaching resources, and data management) and the 2018 Teacher Workload Advisory Group (data management). The 2019 survey was also administered after the July 2018 publication of the DfE's workload reduction toolkit for schools. It is possible that the support and guidance for schools produced by these groups, and included in the toolkit, has contributed to falls in teachers' workload.

In addition to the falls in average working hours, most teachers, middle leaders and senior leaders are positive about the working environments within their schools. For example, 55 per cent or more report that teaching staff collaborate effectively on teaching and learning, that lesson observations are carried out effectively, and that teaching assistants are deployed effectively. Most respondents also report that their managers support their well-being and are considerate of their lives outside work.

Senior leaders report that schools use a range of different strategies to try to manage and plan professional time, such as protecting blocks of non-teaching time and encouraging staff to work collaboratively to plan schemes of work. In addition, most teachers, middle leaders and senior leaders report that approaches to data tracking, pupil behaviour, marking and feedback, and teacher appraisal have been changed in the last two years as part of a specific attempt to reduce workload. However, in most cases, only a minority feel these changes have resulted in a reduction in their workload, with notable minorities reporting the changes have added to their workload.

Despite the reductions in average working hours, most respondents said they still felt they spent too much time on planning, marking, data management and general administrative work. In addition, about seven out of ten primary respondents and nine out of ten secondary respondents still report that workload is a 'fairly' or 'very serious' problem. The findings suggest there is further work to do in reducing the amount of time teachers, middle leaders and senior leaders spend on these non-teaching activities, and in improving teachers', middle leaders' and senior leaders' perceptions of their workload and work-life balance. For example, the findings show that teachers who report working longer hours are generally more likely to report that workload is a problem. However, they also show that primary teachers and middle leaders, who generally report working longer hours than their secondary counterparts, are less likely to perceive teacher workload to be a 'very serious problem' in their school. Taken together, these findings

emphasise the complex challenges of improving teacher workload, and suggest that improving teachers' perceptions of their workload involves more than just reducing the number of hours they work.

The findings also suggest that middle leaders, respondents from secondary schools and respondents in Ofsted-category Requires Improvement or Inadequate schools are more likely to report that workload is a problem. For example, middle leaders were more likely to state workload was 'a very serious problem' (34 per cent compared with 29 per cent of teachers and 20 per cent of senior leaders), as were teachers, middle leaders and senior leaders who worked in secondary schools (37 per cent compared to 21 per cent in primary schools), and those in Ofsted-category 'Requires Improvement' or 'Inadequate' schools (40 per cent compared to 27 per cent of respondents in *Good* schools and 29 per cent of respondents in *'Outstanding'* schools). The DfE may want to explore further the underlying causes of these views of workload, and how it might further help to reduce the unnecessary workload of the teachers in these groups.

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